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ABSTRACT

Texas educators, charged with developing a pragmatic service for language handicapped (LH) children in public school settings, produced this handbook on the operation of programs for LH children. Initial program development is reported to involve such activities as defining the target population, assessing needs and district resources, formulating student transition procedures, and defining the role of the educational service center. Discussed are steps in establishing a screening program, selection of screening instruments, and screening procedures. Examined are the establishment of an appraisal program, selection of appraisal instruments, appraisal procedures, professional support services, and communication of appraisal information. Resources, and procedures of educational planning are explicated. The authors evaluate types of available materials and equipment, materials selection procedures, and teacher-made materials. The following topics related to instruction are addressed: general instructional strategies, instruction in the classroom and in the resource room, instruction utilizing differentiated staffing, measures of student progress, communication with parents, maintaining appropriate behaviors, and utilization of teacher aides. Staff development is assessed in terms of the relation between preservice and inservice training, professional competencies, a competency matrix, considerations in designing training programs, and formats for inservice training. (GW)

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HANDBOOK

The Operation of Programs for Language-Handicapped Children

Demonstration Center for Language-Handicapped Children

Ralph O. Teter, Ed. D.
Editor

A Joint Project
of the
Texas Education Agency
and Region IV
Education Service Center

Houston, Texas
1973

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REGION IV

EDUCATION SERVICE CENTER

T.S. Hancock, Executive Director

DEMONSTRATION CENTER

FOR

LANGUAGE-HANDICAPPED CHILDREN

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USER CODES

CA	Central Administration
PR	Principal
CT	Classroom Teacher
ED	Educational Diagnostician
RT	Resource Teacher
SP	Support Personnel
TA	Teacher Aide
UN	University

Introduction

The *Language Center Handbook* represents a pragmatic approach to serving language-handicapped children in a public school setting. It is based upon a two-and-one-half year empirically-based research study funded through the Division of Special Education of the Texas Education Agency. The program was not built around a particular method or material, but was student centered, eclectic in nature, and based upon teacher judgment as enhanced by inservice training. Although the children in the Language Center project were identified according to certain criteria, this does not preclude the application of these procedures to other school programs. However, the procedures recommended should be reviewed, modified, and supplemented according to each school district's philosophy.

A brief description of how the Handbook came into being is in order. One of the tasks of The Language Center was the preparation of "packages" to describe procedures for screening, appraisal, instructions, and staff development. These procedures needed to be practical enough for classroom usage and administratively feasible for public schools. Procedures directly relating to the child originated from those in day-to-day contact with children: educational diagnosticians, resource teachers, and classroom teachers. They worked diligently to record their first-hand experience in serving language-handicapped children.

Similarly, the Language Center staff prepared drafts of materials relating to administrative functions. Both administrative and instructional drafts were then reviewed by nationally known specialists, by directors of local district Special Education programs in Texas, by school principals, by innumerable teachers who were not associated with

the project, and by the Texas Education Agency. Their advice and suggestions greatly strengthened the final document.

The Handbook begins with a brief Background of national and state interest in language disabilities. The next section considers some of the factors in Establishing a Program for language-handicapped children in public schools. Each major section starts with a statement of purposes and basic assumptions, followed by a description of procedures. Major sections are:

. . Screening.

. . Appraisal.

. . Educational planning.

. . Instructional materials.

. . Instruction.

. . Staff development.

Every effort has been made to make the information in the Handbook readily accessible to all audiences. For this reason, the Table of Contents includes a User Code to guide readers with particular interests. These codes include the central administration, the principal, the classroom teacher, the educational diagnostician, the resource teacher, special support personnel, the teacher aide, and university personnel. Flow diagrams have been used to indicate the relationship between the topic being considered and other topics.

It is awesome to consider the time, commitment, and hard work that a substantial number of dedicated individuals contributed to this endeavor. Projects of this magnitude--the Handbook is but one product--often produce such extensive documentation that the reports, monographs, and summaries tend to obscure the ultimate purpose. In light of the

tremendous energy expended in the research of The Language Center, it would be especially remiss to confuse means and ends.

Although this research-oriented project served a large population of children, the philosophy was best expressed by a population of one, namely, the individual child's progress in school. It is toward improving the academic attainment of each language-handicapped boy and girl that this Handbook is dedicated.

Acknowledgments

The staff of the Demonstration Center for Language-Handicapped Children extends its appreciation to the many people who have contributed to the planning and implementation of the study. Since the focus of the study was on approaches to teaching language-handicapped children in public schools, it is appropriate that the educational diagnosticians and resource teachers who worked with the children each day be recognized first: Conner Barnes, Suzanne Daniels, Becky Derrick, Paula Ellis, Lynn Goodman, Reba Lester, Melanie Newcomb, Emma Metzler, Margie Morris, Sue Pate, Annie Preston, Bonnie Rice, Diane Ricklefsen, Sandra Roesler, Bonnie Shaffner, Joycemarie Snyder, Vinita Swenty, Leatha Thumwood, and Sally Turlington. Their work, patience, and full devotion contributed to the success of the children and the project. In all, 139 classroom teachers participated in the study. Their cooperation and active involvement in the many facets of the project helped maintain a practical, classroom orientation. The instructional program was further supported by 25 teacher aides who served the teacher and child in invaluable ways.

T. S. Hancock, Executive Director of Region IV, worked closely with superintendents W. W. Thorne, Aldine Independent School District, and John Winship, Spring Independent School District, in initial planning for The Language Center. Their staffs, including M. O. Campbell, Kenneth Black, Joye Thorne, Joseph Beneke, and Suzanne Cuthberson, consistently supported the project throughout the 30-month period. Principals, teachers, and other district personnel contributed experience and time to the project.

Consultants from many parts of Texas and the nation provided valuable direction, guidance, and inservice assistance. Special recognition is in order for the efforts of Robert McClintock, University of Houston, for assistance in the development of the research design. The third-party evaluation group included Josephine Sobrino, Betty Curd, and Sandy Wilkenfeld. The personnel of the Texas Education Agency offered advice, encouragement, and support from the inception of the project through the completion of all reports.

Arleigh Templeton, who served as chairman of the Texas Advisory Council for Language Handicapped Children, is to be commended. As concerned individuals and as representatives of groups throughout Texas, other members of this committee deserve rightful recognition: Stanton Barron, Glenn Biggs, Mrs. Hugh A. Fitzsimons, Jr., Durwood Fleming, Edward L. Gomez, Gerald Hasterok, C. T. "Pete" Matthew, Mrs. Marguerite Slater, Mrs. Betty Trotter, Lucius Waites, and Mrs. Warren Woodward.

Finally, it is appropriate to recognize the more than 350,000 language-handicapped children in Texas schools. May they be better served as a result of the dedication of all Texans.

Background

What Is a Language Disability?

Some children in our schools are disabled. Their disability is not physical. They have good vision and hearing and are not seriously emotionally disturbed. They are of normal, even exceptional, intelligence yet appear to be unable to learn at the expected rate. In a classroom, where the pace and needs of the group are prime considerations, such learning flaws can be grossly magnified. In addition, the child may print upside down and backward, copy symbols in reverse, or have impaired ability to read, spell, or calculate.

What is this disability that prevents essentially normal youngsters from progressing at the usual educational rate? Many terms such as dyslexia, learning disability, L/LD, and minimal brain dysfunction have been used to label the disability. Whatever the label, these children are in our schools and must be helped.

National Interest and Studies

Our culture places much importance on communication, both written and oral, as well as on the acquisition of knowledge.[1] De Hirsch stated, "One of today's major social problems is the enormous number of children who, as a result of severe reading, writing, and spelling disabilities, are unable to realize their intellectual educational potentials."[2] The problems of language and/or learning-handicapped

children are the topic of concern and study in many disciplines, among them psychology, ophthamology, neurology, education, and speech pathology.[3] One reason for this widespread concern is that an estimated five to ten percent of school-age children are suffering from a language and/or learning disorder.[4]

A child with a learning problem is faced with a predicament which can affect his schooling, his peer group relationship, as well as his future career prospects. The magnitude of the problem places a severe strain upon the resources of the public school.

Although children with language- and/or learning-disabilities have always been in the classrooms, it was only in recent years that recognition of the problem reached proportions of state and national concern. Perhaps this is due in part to the fact that in America it was possible, until recent generations, for a boy or girl to learn the manual skills which would make him a productive citizen with little knowledge of reading, writing, or arithmetic.[5]

The effect of school failure upon the individual, his parents, and the community is difficult to assess. Society seems to attach a stigma to school failure. At the very least, the child's perception of himself is affected by failure. In a comprehensive study of reading disorders, the report of the National Advisory Committee on Dyslexia and Related Reading Disorders stated, ". . . the most frequent cause of nonpromotion is reading failure."[6] It estimated the national failure rate at 5 percent annually. Thus, the early prevention of reading disability and resultant school failure is a matter of prime importance.

The national interest in this area was exemplified by the fact

that in February, 1969, Senator Ralph Yarborough introduced Senate Bill No. 1190 to provide special programs for children with learning disabilities. This bill defined a child with learning disabilities as follows:

> For the purposes of this section the term children with learning disabilities means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, of emotional disturbance, or of environmental disadvantage.[7]

Texas Interest and Studies

Concern for the language- and/or learning-handicapped child has been evidenced in Texas for some time. In 1965, at the behest of the Texas Medical Society and interested parents and citizens, Lieutenant Governor Ben Barnes hosted a one-day conference in Austin for the purpose of exploring various aspects of this problem.[8]

Looking at the problem of school failure from a financial point of view, in Texas the per pupil cost is approximately $650.00 per school year. When this figure is multiplied by the thousands each year who must repeat an additional year of schooling, the cost to this state alone is staggering. If only one out of twenty children is retained a grade as a result of language disability, the cost to the state is about $70,000,000 each year. The cost in terms of dollars, coupled with the cost in human productivity due to failure that arises because of a learning disability, is enormous. Society in general would be well served if ways could be found to help such boys and girls.

In 1967, House Bill No. 156 was adopted by the 60th Legislature. This bill authorized the governor to appoint a twelve-member Advisory Council for Language-Handicapped Children. The purpose of the Council was to examine the problems of language-handicapped children and to advise the State Board of Education, the Commissioner of Education, and the Texas Education Agency in the development of programs designed to diagnose and treat problems of language-handicapped children.[9]

During the second special session of the 61st Legislature, Senate Bill No. 30 was adopted, creating the "Advisory Council for Study of Problems of Children with Learning Disabilities." The 61st Legislature also adopted Senate Bill No. 230, entitled "Comprehensive Special Education for Exceptional Children," during its regular session. This act permitted the Texas Education Agency, on a limited basis, to begin the development of classes for "language and/or learning disabled children."

It became evident from the legislation enacted in Senate Bill No. 230, and from the pervasive interest of the Advisory Council for Language-Handicapped Children and the Advisory Council for Children with Learning Disabilities, that programs for these children had to be developed for public schools in Texas.

Recognizing the need for research in this area, The Demonstration Center for Language-Handicapped Children (The Language Center) was funded under a two-and-one-half year grant. The Language Center component of the Region IV Education Service Center operated in the Aldine and Spring school districts during the 1971-72 and 1972-73 school years. It addressed itself to the critical question of "how to better serve the

language-disabled child in a public school setting."

This Handbook, one of the products of The Language Center, should provide the Texas Education Agency with information that will assist in the preparation of guidelines for language and/or learning disabilities programs throughout the state.

---

[1]Bert Kruger Smith, *Your Non-Learning Child* (Boston: Beacon Press, 1968), p. 5.

[2]Katrina de Hirsch, Jeannette Jansky, and William Langford, *Predicting Reading Failure* (New York: Harper and Row, 1966), p.1.

[3]James C. Chalfant and Margaret A. Scheffelin, *Central Processing Dysfunctions in Children* (Bethesda, Maryland: National Institute of Neurological Diseases and Stroke, 1969), pp. 1-9.

[4]Smith, op. cit., p. 151.

[5]Smith, op. cit., pp. 5-6.

[6]National Advisory Committee on Dyslexia and Related Reading Disorders, *Reading Disorders in the United States* (Washington, D.C.: Department of Health, Education and Welfare, Office of Education, August, 1969), p. 21.

[7]Ralph Yarborough, "The Learning Disabilities Act of 1969, A Commentary," *Journal of Learning Disabilities*, Vol. 2 (September, 1969), p.4.

[8]The State of Texas, *Proceedings of Speaker's Symposium on Language Disabilities* (Austin, Texas: The State of Texas, 1965), pp. 1-25.

[9]*Texas, Vernon's Texas Codes Annotated*, Section 11.15, Education Code (St. Paul, Minnesota: West Publishing Co., 1969).

Establishing a Program

Establishing a language-disabilities program calls for preliminary administrative decisions which will have long-range effects on the course of the entire program. Key decisions areas are:

- . . Developing a state of readiness.
- . . Defining the population to be served.
- . . Needs assessment.
- . . Examining district resources.
- . . Determining instructional organization.
- . . Formulating new roles.
- . . Linking with existing services.
- . . Student transition procedures.
- . . Role of Education Service Centers.

Decisions in these areas are interrelated and each must be carefully considered in terms of its impact on the total program. The approaches outlined in this Handbook are based on the operational experiences, in a public school setting, of The Language Center. Although the children were identified according to specified criteria, it should be recognized that this does not preclude the application of these approaches across all school programs.

Developing a State of Readiness in the District

The program for language-handicapped children represents a marked departure from

traditional approaches to education in Texas, since the focus is upon the child's learning pattern rather than his handicapping condition. The goal of these programs is to provide educational opportunity consistent with a child's ability to learn. Emphasis is placed on the educational needs of the individual child--needs determined by careful analysis.

It is essential that district administrators and board members thoroughly understand the concept involved in establishing a program for language-handicapped children. News releases describing the philosophy and development of the district's program will assist in community understanding.

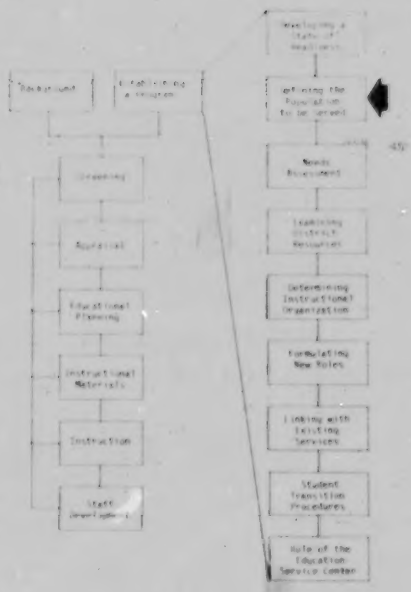
Basically, the program is decentralized with instructional decisions made, whenever possible, by the person nearest the child. This implies that most decisions will be made at the school campus level, thus, the role of the principal takes on a new significance in working with language-handicapped children.

Following orientation to the program, classroom teachers must also be involved in planning since the responsibility for most instructional decisions resides with them. The concept calls for the utilization of specialized support, both personnel and materials resources, in serving the language-handicapped child. Special efforts must be directed toward developing the team approach among all the faculty on the local campus.

A slide-tape presentation, *Just Out of Sight*, is available through the Education Service Centers to provide background information for orientation to language-handicap programs.

Defining the Population to be Served

A district should formulate an operational definition of the language-handicapped child within the definition in *Bulletin 711* (page 4):



> LANGUAGE AND/OR LEARNING DISABLED children are children who are so deficient in the acquistion of language and/or learning skills including, but not limited to, the ability to reason, think, speak, read, write, spell, or to make mathematical calculations, as identified by educational and/or psychological and/or medical diagnosis, that they must be provided special services for educational progress. The terms "language and/or learning disabled children" shall also apply to children diagnosed as having specific developmental dyslexia.

The development of a definition is a sequential process and derives from the district's philosophy and purposes relating to this student. The definition developed is critical in that it determines the population to be served and influences many program elements.

Development of philosophy and statement of purposes. A district's philosophy for serving language-handicapped children is a framework of basic principles that expresses the faculty's convictions concerning the direction, scope, and processes of the educational program. One approach in formulating a philosophy might be for the staff to consider pivotal questions such as:

- How should the school identify individual differences in abilities and capacities?
- How should it adjust methods, materials, and programs to foster individual development?

. . What commitment must be made by each educator to the language-handicapped child?

The philosophy and purposes of a program for language-handicapped children cannot be separated. Often, the existing school philosophy must be reexamined to determine its usefulness and effectiveness in terms of the added dimensions. Statements of purpose may be derived from answers to questions such as:

. . What is the program attempting to do?

. . Who is being served?

. . How is this outcome to be achieved?

As the program is implemented, continual reference to the assumptions underlying each purpose will assure that the purposes are realistic.

Each district should develop its own philosophy, statement of purposes, and basic assumptions (examples are included in each section of this guide). As an illustration, the philosophy developed by the participants in the Language Center program is given below.

> To teach the language-handicapped child, the teacher must be a flexible, inventive, knowledgeable, enthusiastic, and willing person in order to meet the specific needs of the individual child. The teacher must know the whole child--his levels of performance, his learning strengths and weaknesses, his interests, his attitudes, his feelings, and his state of physical health. Using formal and informal diagnosis and diagnostic teaching, the teacher begins with those abilities the child possesses. A series of realistic learning goals, when creatively presented, enables the child to attain academic progress. Continual diagnosis and varied instructional techniques allow the child to have successful learning experiences that offset his backlog of learning failures.

In this Handbook, each of the six major sections starts with a statement of purposes and basic assumptions. *While these sections were appropriate for the Language Center program, they should be reviewed,*

modified, and supplemented according to each school district's philosophy.

Development of an operational definition. The school district should develop an *operational definition* of language handicaps. The definitions of The State Advisory Council and The Language Center are included here.

. . State Advisory Council definition.

. Children with developmental language disabilities are those who have a disorder in one or more of the basic perceptual, cognitive, and expressive processes, essential to the understanding and/or the use of systems of symbols as a means of communication. Such disabilities are considered the primary disorders and are expressed by disorders in comprehending the form and meaning of symbols.

. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental disadvantage.

. . The Language Center definition.

. Children with developmental language disabilities are those who consistently show a significant discrepancy between their potential for performing and their actual performance in one or more basic language areas--auditory, spoken, reading, and written language--and who have not developed effective compensatory skills. This definition includes children who score above or below average on standardized intelligence tests, but does not include those who score in the mentally retarded range.

. Also excluded from this definition are children whose language skill deficits are primarily attributable to bilingualism, emotional disturbance, sensory deficit, or physical impairment.

The operational definition for a local district must:

. . Be within the state's definition (*Bulletin 711*, page 4).

. . Include the state's specific eligibility criteria

(*Bulletin 711*, page 11).

And it should be:

- . . Inclusive: stating the areas of concern, e.g., language modalities, learning processes, academic tasks.
- . . Exclusive: stating the scope and limitations of the definition in terms of intellectual, sensory, physical, emotional or environmental deviations from the norm.
- . . Behavioral: both inclusive and exclusive statements should be described in measurable terms. The following questions should be answered for each descriptive statement in the operational definition of language disability.
  - . What measuring instruments are to be used?
  - . What are the criteria (e.g., cut-off score, clinical judgment) to be used for the identification of language-handicapped children?

Effects of a district's operational definition. The operational definition formulated by the district must be examined in terms of its impact on the language-handicap program and other district activities.

- . . The definition will determine:
  - . Prevalence of the problem.
  - . Characteristics of the population.
- . . The definition will influence:
  - . Screening materials and procedures.
  - . Appraisal materials and procedures.
  - . Support personnel requirements.
  - . Organization of instructional program.
  - . Staffing pattern.
  - . Competencies required of different personnel.
  - . Inservice training program.

. Budget.

. Other programs for the educationally handicapped.

Initiating services. No district can serve all eligible children at one time. Therefore decisions must be made concerning where to begin--to set priorities. The following questions are indicative of decisions which will affect the entire program:

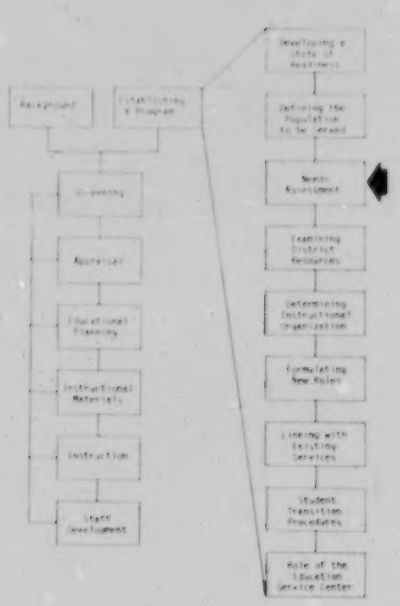
. . Should the district serve the most severely language handicapped or those less severely disabled (where the greatest success might be achieved)?

. . Should the program begin with early identification and possible prevention of school failure or should it be directed toward remediation of those children already experiencing language problems--or both?

. . Should the focus of the program be at the primary, intermediate, or secondary level?

Needs Assessment

A preliminary assessment of needs is required next. The person responsible for the district's program should meet individually with each principal and describe in detail the characteristics of the language-disabled child based upon the operational definition which has been developed. The district coordinator should then meet with the school faculty and discuss:



. . The concept of the language disabilities program.

. . The significant role of the classroom teacher.

. . The operational definition of a language-disabled child.

The principal then collects tentative head-count data on the number of language-disabled children from each classroom teacher. At this stage, a request for the names of suspect children should increase the reliability of the data. The principal should review this information, being alert for any over- or underestimation. The head count information should be tabulated and reported to the district coordinator in terms of:

. . The number of severe, moderate, and mild cases.

. . Grade level.

Subsequent steps in the identification process are covered in the section on screening.

Examining District Resources

An integral part in the establishment of a program for language-handicapped children is a careful examination of existing resources within the district. Such a study should consider finance, facilities, and personnel. This section offers some introductory points for consideration; other elements are discussed later in more detail.

Finance. Communication among all instructional programs is essential. Title I (ESEA), bilingual education, remedial reading, speech therapy, special education, and language-handicap programs must be viewed as an integral part of the total school program. The principal must assume responsibility for merging these programs and assuring

that they operate as a single functional unit. This coordination can be enhanced by a district organizational structure that brings these instructional programs together, regardless of funding source, to benefit all children. Although much of the cost of a program to serve language-handicapped children is supported through state funds, a district must examine other funding sources.

Facilities. Several types of facilities may be required, depending on the district's approach:

- Resource room (approximately 700 square feet) with storage space and adequate electrical outlets.
- Office for educational diagnostician (including space for individualized testing).
- Oversized classroom for differentiated team.
- Administrative work stations.

Additional teaching stations may be generated by these approaches:

- Designate floating teachers.
- Use temporary buildings.
- Stagger student arrival and dismissal schedules.

Personnel. Resource personnel can be assigned in various ways to provide the greatest support for instruction. These arrangements should be reviewed periodically. All screening and diagnostic activities and some supportive instructional services required in programs for language-handicapped children can be provided by existing special service personnel. Among the personnel to consider are:

- Special education teachers.
- Educational diagnosticians.

. . Speech therapists.

. . Bilingual education teachers.

. . Remedial resource personnel (e.g., Title I).

. . Counselors.

. . Nurse.

Other resources to consider are:

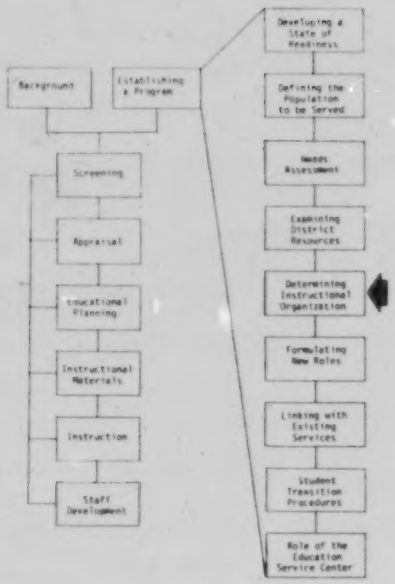
. . Parent volunteers.

. . Teacher aides.

. . University interns.

. . Student teachers (university).

. . Peer tutoring.



Determining Instructional Organization

In The Language Center, as an example, several organizational patterns were found effective in implementing instructional programs for language-handicapped children. These patterns include the regular classroom, the resource room, and differentiated staffing. A school should utilize more than one pattern.

Regular classroom. This program emphasizes diagnostic assistance, appropriate instructional equipment and materials, and inservice support to enable the classroom teacher to effectively teach language-handicapped children. In the Language Center program:

. . A teacher aide was provided for each two teachers.

- . . An educational diagnostician provided assistance to each classroom teacher.
- . . Upon referral, multidisciplinary student appraisal was conducted.
- . . Specific instructional materials and equipment were available for use.
- . . Specialized inservice training was provided throughout the year.

Special considerations in use of the regular classroom include:

- . . School size: applicable in all districts regardless of size.
- . . Facilities: no additional space requirements.
- . . Staffing: educational diagnostician and teacher aide support for the classroom teacher; supplementary training for teachers needed; calls for team approach (classroom teacher, teacher aides, and educational diagnostician).
- . . Materials: for economy, materials must be shared within a school.
- . . Scheduling: handled within each classroom by the teacher.

Resource room. This program provides the classroom teacher with the support of a resource teacher to work with language-handicapped children on a small-group basis each day. Characteristics of the Language Center program included:

- . . Students (approximately twenty-four) received special assistance in a resource room for approximately one hour each day.
- . . The resource teacher worked closely with the classroom teacher.
- . . An aide was assigned to each resource room.
- . . An educational diagnostician provided assistance to the classroom teacher through the resource teacher.
- . . Upon referral, multidisciplinary student assessments were conducted.

- . Instructional materials were available for use by both the classroom and resource teacher.

- . Specialized inservice training was provided throughout the year.

The following points should be considered in establishing resource rooms:

- . School size: Within the Plan A concept there are several alternatives (e.g., in larger schools, 200-250 students within the grade levels to be included in the program would be adequate; in smaller schools, personnel may assume roles in a variety of instructional arrangements where the number of children is of less significance).

- . Facilities: Requires a room with at least 800 square feet (with adequate electrical outlets and storage) that has no other scheduled activities.

- . Staffing: Requires trained materials specialist; team effort is mandatory (teacher, resource teacher, and educational diagnostician).

- . Materials: Should be shared with classroom teachers.

- . Scheduling: The principal must commit ample time for joint planning; problems relating to student scheduling must be pre-resolved (e.g., What subjects are omitted or reduced to allow child to go to resource room--perhaps outside school hours or scheduled free-time)?

Team room with differentiated staffing. This program provides full service through the use of a differentiated staff, including a lead teacher, an educational diagnostician, and four teacher aides. Characteristics of The Language Center were:

- . At the intermediate grades, 40-50 students were assigned to a large, self-contained, team-teaching situation.

- . At the junior high level, approximately 20 students were assigned to each of two 2-hour blocks in a team-teaching situation.

- . Aides were assigned to each team.

  - . Intermediate grades: Four teacher aides.

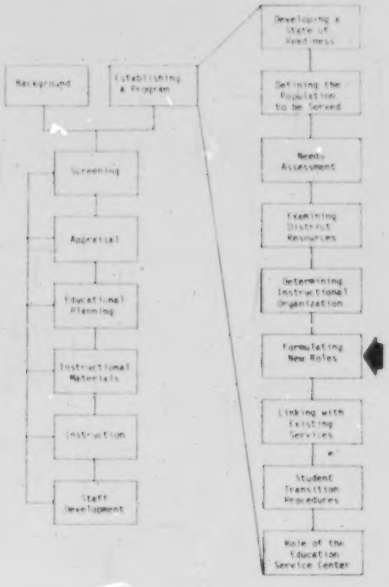
  - . Junior high level: One or two teacher aides.

- . . An educational diagnostician was assigned, approximately half-time, to each team.
- . . Upon referral, multidisciplinary student assessments were conducted.
- . . Instructional materials were available for use.
- . . Specialized inservice training was provided throughout the year.

To set up a differentiated staffing program, the following factors should be considered:

- . . School size: Based solely on Language Center findings, this approach requires a student population of at least 450 within the grade levels to be included in the program (e.g., 150 in each of the second, third, and fourth grades).
- . . Facilities: Requires approximately 75 square feet per child.
- . . Staffing: Calls for a teacher who serves in a new and complex role as manager of four instructional aides; team effort is mandatory (classroom teacher, four aides, educational diagnostician); state approval for this program is specifically required.
- . . Materials: This approach is the least expensive of the three organizational alternatives.
- . . Scheduling: Calls for strict scheduling of aides; external problems are minimal since the class is self-contained.

As a program to serve language-handicapped children is planned by a district, the formulation of new roles and linkages with existing supportive services must be considered.



Formulating New Roles

This section outlines the emerging roles of the educational diagnostician and resource teacher in the areas of diagnosis, materials

selection, instruction, and staff development. In all cases, the principal must be kept informed and his approval secured according to school policies. The roles of all supportive professional personnel are given in *Bulletin 711*, pages 18-20.

. . Educational diagnostician.

. Informal diagnosis.

- Interpret major role as one of assessment and individual diagnostic teaching.
- Evaluate cumulative data on each identified child.
- Confer with:

  Classroom teachers regarding current status of the child.

  Resource teacher regarding the diagnostic procedures to be utilized.

  Parent regarding the furthering of cooperation.
- Observe the child in the classroom setting.
- Determine and implement informal assessment procedure to be utilized based on cumulative information such as teacher-made tests, skill checklists, and/or reading inventories.
- Interpret the information gathered from the observation and informal assessment procedures.
- Discuss the pertinent results of informal assessment procedures with the classroom teacher.
- Process the resource teacher's referrals.
- Provide information for the classroom teacher regarding the selection, administration, and interpretation of informal assessment procedures for the language-handicapped child.

. Formal diagnosis.

- Determine if student should be referred to other school personnel and outside agencies for assistance in diagnosis.

- Select the standardized test to be administered.

  Choose individual or group test. Types of standardized tests include: intelligence tests, academic aptitude tests, screening instruments, achievement tests, reading and language tests, aptitude tests, social skills tests, processing tests, and personality tests.

  Score the tests.

  Interpret and make inferences regarding the results.

  Report and discuss test results with appropriate personnel.

  Provide information to resource teacher and classroom teacher regarding the administration and scoring of standardized tests.

  Determine local norm information on tests used by whole school district or by a whole grade for group analysis.

Materials selection.

- Become familiar with materials, noting:

  Purpose.

  Content area.

  Skills demanded by tasks.

- Recommend materials to:

  Resource teachers.

  Classroom teachers.

  School administrators.

- Evaluate the individual child's needs before suggesting or ordering materials.

- Facilitate the use of the Instructional Materials Retrieval System of the Special Education Instructional Materials Center by the classroom and resource teachers.

. Instruction.

- Assist the classroom teacher and resource teacher in planning instructional goals and procedures.

- Recommend teaching procedures on basis of individualized diagnostic teaching.

- Recommend, adapt, and demonstrate effective instructional materials, techniques, and procedures for language-handicapped children in the resource room and classroom.

- Assist the classroom teacher and resource teacher in evaluating instructional goals, methods, and techniques.

. Staff development.

- Hold informal, ongoing discussions with the classroom teacher or the resource teacher:

  To interpret informal and formal evaluations of the child.

  To suggest appropriate instructional materials and methods for children having language handicaps.

  To assist in systematic follow-up on educational plans for each child.

  To recommend classroom management techniques that facilitate individualized and small-group instruction.

- Assist in the planning, coordinated with the total district effort, of staff development activities for groups of classroom teachers at the campus level:

  To aid the resource teacher in selecting the topics and format of the inservice.

  To help locate, collect, or prepare materials for the inservice.

  To assist in conducting the inservice.

. . Resource teacher.

. Informal diagnosis.

- Interpret major role as small-group and individual diagnostic teaching.

- Evaluate cumulative data on each identified child.

- Confer with:

  Classroom teachers regarding current status of the child.

  Educational diagnostician regarding diagnostic procedures to be utilized.

  Parents regarding the furthering of home-school cooperation.

- Observe the child in the classroom setting.

- Determine and implement informal assessment procedures to be utilized, such as teacher-made tests, skill checklists, and reading inventories.

- Interpret the information gathered from the observation and informal assessment procedures based on cumulative data.

- Discuss the pertinent results of the informal assessment procedures with the classroom teacher.

- Collect and organize referral data.

- Provide information for the classroom teacher regarding the selection, administration, and interpretation of informal assessment procedures for the language-handicapped child.

. Formal diagnosis.

- Determine if student should be referred to other school personnel for assistance in diagnosis. For example, the resource teacher might want to refer the child to the school nurse and the educational diagnostician.

- Select, administer, score, and interpret standardized tests when necessary.

. Materials selection.

- Evaluate types of materials needed for the individual child's needs using student records, discussions with parents and teacher, formal and informal tests, and observation.

- Preview commercial materials by means of:

  Catalog descriptions.

Demonstrations by sales representatives.

Discussions with other teachers.

Special Educational Instructional Materials Center.

Professional books and magazine articles.

Inservice training.

- Preview and prepare teacher-made materials applicable to a specific problem.
- Select instructional materials relevant to the instructional goals.
- Suggest materials for use by classroom teachers who have language-handicapped children in their rooms.
- Suggest to school administrators materials they might want to consider purchasing for use in classrooms.

. Instruction.

- Confer and agree with the classroom teacher on instructional goals for the child.
- Recommend possible classroom procedures and/or materials in order to accomplish educational goals.
- Provide and implement learning experiences designed to meet individual needs.
- Provide individualized instruction if needed.
- Recommend and demonstrate effective instructional materials, techniques, and procedures for language-handicapped children in the classroom.
- Provide a structured instructional program focused around continuous evaluation of student progress and educational goals.
- Assist children in cognitive, affective, and psychomotor areas so that adjustment in the classroom, when possible, is accelerated.
- Adapt commercial and teacher-made materials used to accomplish instructional goals.

. Staff development.

- Interact with the classroom teacher:

  To present pertinent information about a child obtained from formal testing or informal diagnosis.

  To familiarize the classroom teacher with materials and machines available for use from the resource room.

  To suggest materials and techniques to aid in teaching specific children.

  To maintain open communication.

  To determine inservice needs of classroom teachers.

  To conduct inservice programs according to teachers' needs.

  To provide information regarding selection of children.

  To recommend classroom management techniques that facilitate individualized and small-group instruction.

Linking with Existing Services

All screening and diagnostic activities and some supportive instructional services may be provided by local special service personnel.

Roles of existing personnel.

. . Classroom teacher.

. Complete language behavior rating scales or checklists.

. Administer and score group measures of learning potential and academic achievement.

. Modify instructional methodology to better fit learning needs of language-handicapped pupils in the classroom.

. . Remedial reading teacher.

- Administer and score group reading diagnostic tests.
- Consult with classroom teacher on special instructional techniques for language-handicapped children in the regular classroom.

. . Special education teacher.

- Consult on development of educational plan.
- Consult on selection, production, or sharing of instructional materials.

. . School nurse.

- Screen for visual, hearing, and other physical handicaps.
- Acquire medical history data.
- Arrange for medical examinations.

. . Visiting teacher.

- Provide liaison among parents, school, and community.
- Acquire social history and developmental data.

. . School counselor.

- Counsel pupil.
- Counsel parent.
- Serve as liaison among parents, school, and community agencies.
- Acquire educational and sociological data.

. . School psychologist.

- Diagnose learning strengths and weaknesses.
- Screen for other educational handicaps.
- Appraise emotional and/or behavioral factors.
- Consult with instructional personnel on strategies for behavior modification.
- Observe and evaluate child-classmate-teacher interaction and its effect upon learning.

. . Speech therapist.

. Diagnose language disabilities.

. Develop educational plan.

. Provide small-group remediation of specific language handicaps.

. Consult with other instructional personnel on modification of instructional activities and selection of instructional materials.

Personnel selection. Professional and paraprofessional personnel selected to participate in the language-disability program should demonstrate the following characteristics (see page 140 for a profile of proficiency levels by role).

. . Suggested criteria for personnel selection:

. Educational diagnosticians.

- Have completed two or more years of successful teaching experience.

- Demonstrate an ability to relate well with classroom teachers, resource teachers, aides, and administrators in a team approach.

- Meet state certification requirements for the position of educational diagnostician.

- Be able to give and take learning experience suggestions.

- Show a sincere interest in children and in their learning.

. Resource teacher.

- Have completed two or more years of successful teaching experience.

- Demonstrate an ability to relate well with educational diagnosticians, classroom teachers, aides, and administrators in a team approach.

- Show a sincere interest in children and in their learning.

- Be able to give and take learning experience suggestions.

- Meet state certification requirements.

. Classroom teachers.

- Demonstrate an ability to relate well with resource teachers, educational diagnosticians, aides, and administrators in a team approach.

- Show a sincere interest in pupils and in their learning.

- Be able to give and take learning experience suggestions.

- Satisfy state certification requirements.

. Teacher aides.

- Be a high school graduate.

- Show a sincere interest in pupils and in their learning.

- Be able to take learning experience suggestions.

Inservice training. Inservice activities must be designed to develop competencies of teachers who serve language-disabled children. Success in attaining these competencies is dependent on both the content of and the formats for inservice. Suggestions relating to content are presented in the staff development section of this report. Certain factors relating to formats for inservice training programs appear to be conducive to the development of competencies. These factors include:

. . Contribution of prospective participants to the planning of inservice programs.

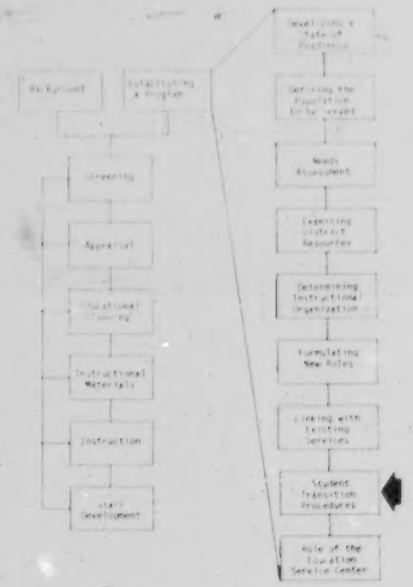
. . Utilization of local expertise where possible.

. . Participant involvement in the inservice program through interaction.

. . Sequential inservice activities--not one shot programs.

. . Inservice sessions conducted in school and/or with released time (e.g., several half-day sessions throughout the year rather than having most inservice days before school starts).

Student Transition Procedures



As early as possible the district must develop procedures for student transition into and out of the language-handicapped program.

Admission, Review and Dismissal Committee. Upon completion of the screening program, data should be evaluated by the educational diagnostician. Recommendations for special educational services, along with a summary of deliberations and findings, should be submitted, through the principal, to the Admission, Review and Dismissal (ARD) Committee. Following the philosophy of decentralized program administration, the ARD Committee should consist of at least three local building personnel including:

. . Building principal or designate.

. . Educational diagnostician.

. . Resource specialist or other special educational teachers.

. . Other personnel.

. Speech therapist assigned to that building.

. School nurse assigned to that building.

. School counselor.

. Classroom teacher.

The role and procedures of the ARD Committee are outlined in

Bulletin 711.

Transition into mainstream education. The principal must play a leadership role in ensuring the pupil's smooth return to mainstream education. The resource teacher and educational diagnostician must know that the pupils identified as being able to return to mainstream education are capable of performing as expected in the regular classroom. Prior to the pupil's return to mainstream education, be it during the semester or at the end of the school year, classroom teachers with the full responsibility of a particular pupil should understand the information (e.g., teaching techniques, appraisal information, instructional materials) about the pupil. With the continuing assistance of a resource teacher and educational diagnostician for a transition period of approximately one month, the child should be able to return to the regular classroom on a full-time basis.

Role of the Education Service Center

The following list identifies types of support services provided to public schools by Education Service Centers.

. . Pupil appraisal services:

- . Assist in reviewing individual pupil progress records, selecting students for appraisals, and providing special program help.
- . Visit teacher's classroom to observe pupil behavior.
- . Administer individual psychometric batteries.
- . Transmit test findings to school personnel through written reports and/or staff conferences.

- Develop, review, and revise programs whereby certified psychologists may be used to execute a variety of appraisal services.

- Assist in individualizing instruction by preparing educational and academic alternatives based on the classroom teacher's observation and/or test results.

- Offer educational diagnostic services concerned with coordinating and demonstrating specific teaching strategies based on a student's strengths and deficits.

- Provide computer support for appraisal services:

  - Score standardized achievement and group-intelligence tests.

  - Provide an educational program plan based on factor and subtest analysis of the Wechsler Intelligence Scale for Children (WISC) and the Illinois Test Psycholinguistic Abilities (ITPA).

  - Provide a permanent individual pupil test record-keeping service.

  - Offer direct terminal service for the above in some Education Service Center regions.

. . Instructional materials services:

- Respond to classroom teacher's requests regarding appropriate materials to meet group and/or individual student educational needs. These materials are available through the Special Education Instructional Materials Center.

- Distribute a catalog listing instructional materials organized in a way that facilitates its use by teachers.

- Set up and maintain displays of materials for examination and evaluation by professional personnel.

- Advise professional personnel on a regular basis of current materials on the market, expanded services available, and findings of a review of the research literature.

- Maintain a file of available tests for dissemination to district personnel.

- Disseminate information obtained through a review of

professional journals and/or other professional data regarding:

- National trends in appraisal.
- Classroom learning and/or behavioral disabilities.

. . Consultative services.

. Offer inservice training assistance in areas of individual and group assessment which relate to:

- Screening skills and techniques.
- Behavior assessments.
- Test interpretation.
- Test administration.
- Utilization of test results.

. Assist school personnel in evaluating and revising district-wide group-testing program.

. Disseminate information regarding local, state, and national meetings, and any other activities which may be of interest to district personnel.

. Conduct workshops and training sessions to demonstrate and elaborate on the utilization of materials geared to meet specific learning disabilities.

. Provide consultative assistance in planning for and implementing programs to meet the special needs of children, including programs for language-handicapped children.

. . Services relative to other special programs and projects funded from any state or federal source.

Screening

Purpose of Screening

The purpose of screening is to provide an effective and practical procedure for identifying boys and girls with specific language disabilities at the primary, and intermediate grade levels. An effective screening program:

- . . Separates the educationally handicapped from the non educationally handicapped child.
- . . Selects the language-handicapped youngster from those whose educational disability is primarily attributable to mental retardation, emotional disturbance, sensory impairment, or physical disability.

A practical screening procedure:

- . . Can be conducted within any public school setting.
- . . Can be administered in its initial phases:
  - . To large numbers of pupils in a short period of time.
  - . By classroom teachers after minimal study and practice.
- . . Will quickly and validly identify high-risk language-handicapped pupils when interpreted by an educational diagnostician.
- . . Is financially economical and feasible.
- . . Will provide information that can be used immediately in preliminary educational planning.

The term *screening* in this Handbook is more broadly defined than in *Bulletin 711*. Many factors referred to here as *screening* are included in the *comprehensive individual assessment* section of *Bulletin 711*.

Basic Assumptions for Screening

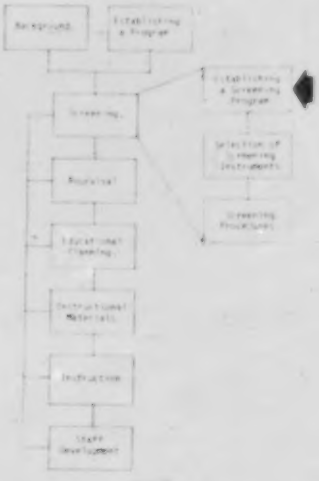
The initiation and operation of a screening program for the identification of language-handicapped children, discussed on the

following pages, includes these basic assumptions:

- . . A discrepancy between a child's potential and actual performance in the four language areas essential to the learning process (listening, speaking, reading, and writing) can be determined by teachers through systematic analysis of school work, classroom behavior, and standardized test scores.
- . . Given a basic understanding of language disabilities and structured guidelines (adapted by the local district from suggestions presented herein) upon which judgments may be based, the classroom teacher can better identify high-risk language-handicapped boys and girls than can standardized (norm-referenced) tests.
- . . Through clinical analysis of selected test performances, a specially trained educator (e.g., educational diagnostician, special education teacher, counselor) can refine the screening initiated by the classroom teacher.
- . . Different phases of screening require different skills.
- . . Effective communication among school personnel reduces the erroneous identification of language-disabled children with other educational handicaps and reduces the possibility of overlooking children who may be language handicapped.
- . . If a language disability does not affect school performance, then it is not considered a language handicap.
- . . Screening is a continual process. Diagnostic teaching or the pupils' academic progress may indicate that erroneous identification has taken place or that special programming is no longer required.

Establishing a Screening Program

Screening refers to a planned process through which students in need of special instructional services are identified. Since prevalence estimates vary among school districts and even among schools within a district, it is necessary to identify by actual count those children who need special services. Only after the children have



been located can the school administration plan an adequate program of instructional intervention.

Establishing screening objectives. When establishing a screening program, it is necessary to define who is to be tested, and also to clarify the reasons for testing. The objectives of the screening program depend on the extent and manner in which a school district plans to provide for the learning needs of language-handicapped pupils.

- . . Is the intent to assist pupils to overcome their language disability through the development of compensatory skills *or* to remediate the specific disability?
- . . Should remedial efforts be aimed at learning processes, language skills, or only at improved performance in the classroom?
- . . Do the objectives of instruction vary with different grade levels?

The answers to these questions have a direct influence upon the selection of screening instruments and administration procedures.

Type of information needed. Next, the district must decide what kind of pupil information is both desirable and necessary to provide a realistic program of instructional intervention. Specifically, what type of information is needed to satisfy the requirements of the operational definition and the objectives of the screening program? If the identification of initial educational goals is one of the objectives of the screening program, then what type of diagnostic data should be gathered during screening activities? Once a list is made of desired information, then school personnel can compare it with the kind of information provided by the present screening practice. Knowledge of the difference between information gained from current

screening procedures and information desired for a language disability screening program permits the district to make efficient, and often minimal, program changes during the transition from one program to the other.

The different types of screening information for language disability fall into the following categories:

. . Educational: Measures of academic performance obtained from classwork and standardized test scores (e.g., *Metropolitan Readiness Test*; *Stanford Diagnostic Reading Test*).

. . Psychological: Measures of emotional stability obtained from classroom observation, and measures of intellectual functioning obtained from standardized test scores, classwork, and classroom observation.

. . Sociological: Measures of cultural influences, extra-curricular learning opportunities, and home environment obtained through parent interviews, home visitation, questionnaires, and daily observation.

. . Medical: Measures of sensory deficit and physical impairment obtained through daily observation and examinations conducted by the school nurse or physician.

Population, procedures, and materials. Screening procedures will vary for different grade levels. In the upper elementary and secondary grades, much screening information is already available in the student cumulative folders. With beginning students, kindergarten or transfer, all four types of screening data will need to be acquired during the first school semester.

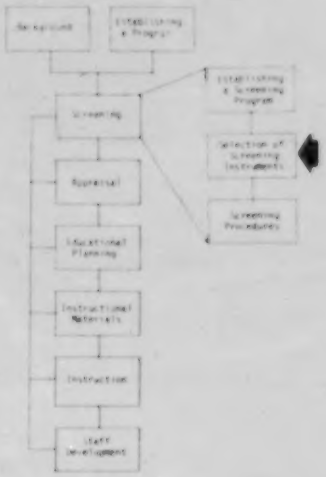
The size of the district is important for planning a screening program only when screening activities are administered from the central office level. Size will not affect the district when screening and subsequent decision making is conducted at the local building level.

Recommended screening instruments and procedures are delineated in other sections of the Handbook. Since the operational definition of language disability, objectives of the screening program, screening-personnel-to-pupil ratio, and other factors will differ among districts, it is unlikely that the same procedures and tests will be equally suitable for all districts. For the same reason, one district cannot always generalize the effects of another district's screening program to its own pupil population.

A wiser course of action would be to conduct a pilot study in one or two schools with each procedure and test instrument under consideration. It is truly surprising how many unforeseen problems and mistaken assumptions can be avoided when the proposed screening program is first given a "trial run."

Personnel involved in screening. One reason for administering the screening program at the local building level is to draw upon the varied knowledge and perspectives of all school personnel who have direct contact with the student. The various tasks of data collection and summarization by teachers and supportive personnel must be coordinated. In addition to the classroom teacher and principal, others who should be encouraged to participate in the screening process are the resource teachers, school nurse, counselor, speech therapist, remedial reading teacher, educational diagnostician, and school psychologist. As trained monitors, they can observe and record student behaviors during testing which may furnish significant information. The school principal *must* be responsible for initiating screening activities and implementing follow-up procedures.

Orientation and inservice training. All who participate in the screening program must have a thorough understanding of its objectives and possess the skills necessary to perform assignments. A general orientation concerning the behavioral characteristics of language-handicapped pupils is a must for the classroom teacher in particular. Preservice training should be provided for each new instrument or procedure introduced into the screening program.



Selection of Screening Instruments

The selection of instruments for identifying language-handicapped children is a critical task. Recent legislation (e.g., Senate Bill 464, 63rd Legislature, entitled "Testing Pupils for Assignment to Special Education Classes") must be considered.

Sources of information on screening instruments. Information about the purpose, administration, and validity of language-screening instruments may be obtained from three primary sources--test catalogs, test abstracts and reference publications, and independent pilot testing.

- Test catalogs: Most publishers include a description of test objectives, target population, normative data, test content, procedures, administration time, validity and reliability criteria, and interpretation of results. Some publishers of the more widely used test catalogs are listed in Attachment A on page 45.

- Test abstracts and references: As a rule, test publishers tend to emphasize the positive features of their tests. A more complete and less biased evaluation may be acquired from a large variety of reference materials. Some of the more thorough reviews and evaluations of screening instruments are reported in Attachment B on page 46.

. . Pilot testing: Whenever a new screening measure is being contemplated, it is important to determine the relevance of the test instrument to the screening objectives. This may be accomplished by trying it out with a small number of youngsters before utilizing it in a district-wide screening program.

Criteria for selection of screening instruments. To make an informed decision as to which of the currently available screening measures should be used for identifying language disability in a public school population, consideration should be given to three selection criteria: operational definition utilized, specific screening objectives, and quality of test measurement.

. . Operational definition of language disability adopted by the district.

. *Bulletin 711* (page 7) provides a list of eligibility criteria which a district must consider in developing an operational definition.

. An operational definition of a language disability should be exclusive as well as inclusive.

. The definition adopted by The Language Center states that a child is language handicapped if he:

- Has English as a primary language; and,
- Is not performing as well as his teacher thinks he should in one or more of the basic language areas; and,
- Is not mentally retarded; and,
- Is not primarily emotionally disturbed, or sensorially or physically impaired.

. . Specific screening objectives delineated by the district.

. An operational definition, such as the one above, is essential for specifying objectives. For example, one objective of the Language Center screening program was to determine the existence of any discrepancy between academic potential and performance.

. The objectives derived, in part, from the operational definition also determine the measurement requirements for each test in the screening battery.

. . Quality of measurement. When the objectives of the test battery are determined, the second step in the selection process involves an examination of the validity, appropriateness, utility, and stability of the screening instruments.

. Test validity: Does the test measure the specified screening objectives? This is the paramount question in test selection. A well-constructed test includes a comprehensive and documented description of the measurement criteria.

. Student appropriateness: Is the test designed for the students? This question is concerned with the suitability of test instructions, item content, physical format, and required mode of response to the age, grade level, cultural and educational background of the youngsters to be tested.

. . Administrative utility: How useful is the test in terms of administration, scoring, interpretation, and decision making? This question concerns:

- The efficiency of large group administration.

- The complexity of the scoring procedure.

- The degree to which school staff can convert and interpret scores.

- The provision of guidelines for screening decisions.

. Stability: Does the test provide a reliable, replicable, and refined measure of the screening objectives? This question is concerned with:

- The long-term stability and internal reliability of the measure.

- Consistency of results among different test administrators.

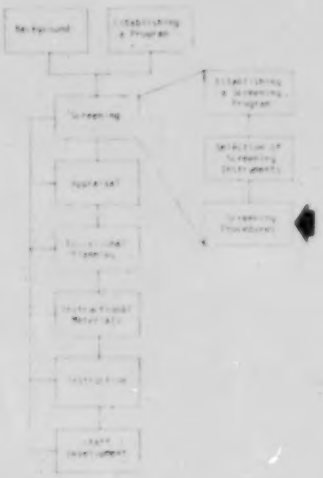
- The range of assessment (e.g., in terms of number of areas of disability covered, ages of students covered).

. Test feasibility: While test validity, student appropriateness, administrative utility, and test stability

are prerequisite conditions to choosing a screening test, the final step must be taken from pragmatic viewpoint. Eventually, before a selection is made, the district must weigh the quality and amount of screening information obtainable from a test instrument in terms of estimated costs of personnel, facilities, materials, and training time.

Selected screening instruments for language disability. The instruments listed in Attachment C, on page 47, have been found helpful in screening for language disability. Each satisfies the four quality-of-measurement criteria just discussed and is identified by:

- Language function.
  - Potential: estimates child's potential ability to process information in one or more basic language areas.
  - Performance: measures child's current level of information processing in one or more basic language areas.
  - Analysis: examines child's skill components in one or more basic language areas.
- Grade level.
  - Level A: first six weeks of school, kindergarten or first grade.
  - Level B: beginning of the second school year, first or second grade.
  - Level C: beginning of third school year, second or third grade.
  - Level D: upper elementary grades.
- Publisher's code (see Attachment A, page 45, for codes).



Screening Procedures

Screening for language-handicapped pupils in the individual schools involves three sequential phases beginning the year prior to imple-

menting the program. General directives and specific criteria for pupil eligibility are given in *Bulletin 711* (page 7). In each phase, the educator is required to classify the youngster into one of three groups:

. . High-risk language-handicapped children--screening data indicate a high probability of language handicap.

. . Low-risk language-handicapped children (including pupils with other educational handicaps as well as the majority of students who are not educationally handicapped)--screening data do not indicate a language handicap.

. . Questionable-risk language-handicapped children--insufficient data are available for a decision.

Personnel whose judgments are required for the different phases of screening are the principal, classroom teacher, counselor, school nurse, resource teacher, and educational diagnostician. In group testing the monitor can often record observations about a child that are of great value in interpreting test results.

To allow sufficient time for identifying language-handicapped pupils, screening should begin early in the spring semester. Inservice work with teachers relative to their role in the screening process must, therefore, begin during the fall semester.

. . Phase I screening should be completed by mid-February.

. . Phase II completed by mid-March.

. . Phase III completed during the remainder of the second semester.

There is less time for identifying kindergarten pupils with potential language handicaps. Phase I should begin during preschool registration in late spring or summer, with Phases II and III completed by October.

Phase I: Identification of pupils suspected of language disability. The objective of the first phase in the screening process

is to identify from the total population those youngsters suspected of having a language handicap.

. . Elementary and secondary level.

. Screening begins with an explanation to classroom teachers of language disability and how it is manifested in pupil behavior.

. Near the beginning of the second semester, classroom teachers prepare a list of pupils suspected of having language handicaps.

. After the list has received the principal's approval, teachers complete a behavior rating scale or checklist on the language behavior of each referred pupil. The *Myklebust Pupil Rating Scale* (Grune & Stratton, New York) covering the areas of auditory comprehension, spoken language, orientation, motor coordination, and personal-social behavior, along with the *Language Center Supplement* covering reading and written language (see Attachment D on page 49), were used in the Language Center project.

. Recent achievement and intelligence scores are recorded on a separate form for each referred pupil.

. The teacher is asked to evaluate the validity of the recorded group test scores by comparing class performance with the test scores.

. The teacher is asked to rate the youngster's learning potential (a five-point scale ranging from poor-to-superior may be used).

. . Kindergarten level.

. During registration:

- Parents complete a developmental history questionnaire and/or a social maturity index.

- The pupil is administered a language screening test.

. Vision and hearing is checked either on registration day or shortly after school begins.

Phase II: Identification of high-risk language-handicapped pupils.

. . Elementary and secondary levels. Through clinical analysis of screening data gathered in Phase I, the educational diagnostician classifies the referred list of pupils into three groups:

. High risk: In the judgment of the educational diagnostician, these children appear to have a language disability and should be tested further.

. Low risk: These children appear to be slow learners, have some other kind of educational handicap, or do not appear to have a language handicap.

. Questionable risk: Insufficient information on these children is available to make a judgment, or the test reports conflict with classroom teacher ratings. These pupils are followed up by the educational diagnostician in teacher interviews.

. . Kindergarten level. The same scheme of classifying pupils into high risk, low risk, and questionable risk is employed at the kindergarten level. However, with this group there are no teacher evaluations of past language behavior nor are there any previous group measures of academic readiness or intelligence. Any determination of "high risk" language handicap is restricted to an analysis of test results acquired during registration and to information obtained from the parent interview. Since this information is limited, judgments are reserved until completion of the final stage in the screening process.

Phase III: Identification of pupils with language handicaps.

The final step in the identification process involves testing Phase II high-risk pupils. It yields a more diagnostic look at specific handicaps and the child's overall learning potential. All Phase III screening tests are administered and scored by resource teachers. Final identification of language disability is achieved through a clinical analysis of all screening data by the resource teacher and educational diagnostician.

. . Elementary and secondary level.

. High-risk children are screened by the school nurse for visual or hearing deficits.

. Children with sensory deficits are referred for further medical examination.

. The high-risk group is administered a battery of language disability screening tests by the resource teachers. Included in the screening battery are:

- One or more group-administered tests of specific language skills and learning processes.

- Selected administrations of brief verbal and/or performance intelligence tests.

. . Kindergarten level.

. During the first two months of school the teacher closely observes "high-risk language-handicapped" children and completes a language behavior checklist (see Attachment D on page 49 for the supplement).

. With the assistance of the resource teacher and school nurse, the classroom teacher obtains measures of the pupil's learning potential and sensory acuity.

. Specially designed group- and individually-administered work activities assist the classroom teacher to obtain a measure of specific language skills.

. After all data have been gathered, the educational diagnostician assists the classroom teacher in analyzing any discrepancies between the child's language performance and his learning potential.

. Discrepancies *not* attributed to emotional disturbance, sensory deficit, or bilingualism are deemed potential language handicaps. The term "potential language handicap" is used at the kindergarten level because of the poor predictive validity of either standardized or teacher-made measures with this age group.

In all cases, the screening procedure used must be one which minimizes the time required before remediation can begin.

Attachment A

SELECTED PUBLISHERS OF SCREENING INSTRUMENTS

AGS	American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota 55014
BMC	Bobbs-Merrill Co., Inc., 4300 East 62nd Street, Indianapolis, Indiana 46406
BEM	Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas 66801
BERS	Bureau of Educational Research and Service, C-6 East Hall; University of Iowa, Iowa City, Iowa 52240
CPP	Consulting Psychological Press, 577 College Avenue, Palo Alto, California 94306
CTB	California Test Bureau, Del Monte Research Park, Monterey, California 93940
ESD	Educational Studies and Development, Forest Park, Muskegon, Michigan 49441
ETS	Educational Testing Service, Rosedale Road, Princeton, New Jersey 08540
EPS	Educator's Publishing Service, 301 Vassar Street, Cambridge, Massachusetts 02139
FPC	Follett Publishing Co., 1010 West Washington Blvd., Chicago, Illinois 60607
HBJ	Harcourt Brace and Jovanovich, Inc., 757 Third Street, New York, New York 10017
NCEA	U.S. Department of Health, Education, and Welfare/Office of Education, National Center for Educational Communication, Washington, D.C. 20402
PC	Psychological Corporation, 304 West 45 Street, New York, New York 10017
PI	Priority Innovations, Inc., Skokie, Illinois 60076
SEP	Slosson Educational Publications, 140 Pine Street, East Aurora, New York 14052
SRA	Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611
UIP	University of Illinois Press, Urbana, Illinois 61801
WPS	Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025
MSS	Meeting Street School, 333 Grotto Avenue, Providence, Rhode Island 02906

Attachment B

SELECTED TEST ABSTRACTS AND REFERENCES FOR SCREENING INSTRUMENTS

Anastasi, Anne. *Psychological Testing.* (3rd ed.) London: Macmillian Co.; 1969.

Buros, O.K. *Reading Tests and Reviews.* Highland Park, New Jersey: Gryphon Press, 1968.

Buros, O.K. *Tests in Print.* Highland Park, New Jersey: Gryphon Press, 1961.

Buros, O.K. *The Sixth Mental Measurements Yearbook.* Highland Park, New Jersey: Gryphon Press, 1965.

CSE Elementary School Test Evaluations. Los Angeles: Center for Study of Evaluation, U.C.L.A., 1970.

CSE Secondary School Test Evaluations. Los Angeles: Center for Study of Evaluation, U.C.L.A., 1973.

CSE-ECRC Preschool/Kindergarten Test Evaluations. Los Angeles: Center for Study of Evaluation, U.C.L.A., 1971.

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills. Los Angeles: Center for Study of Evaluation, U.C.L.A., 1972.

Education Index. New York, New York: H.W. Wilson Co.

Selected References in Educational Measurement. Princeton, New Jersey: Educational Testing Service, 1970.

Wilson, R.M. *Diagnostic and Remedial Reading for Classroom and Clinic.* (Appendices) (2nd ed.) Columbus, Ohio: Charles E. Merrill, 1972.

Attachment C

SELECTED SCREENING INSTRUMENTS FOR LANGUAGE DISABILITY

Screening Instrument	Language Function[1]	Grade Level[1]	Publisher's Code[2]
A B C Inventory	Analysis	A	ESD
Achievement Test Series	Performance	B,C,D	SRA
Analysis of Learning Potential	Potential	C,D	HBJ
California Achievement Test--Language	Performance	B,C,D	CTB
California Achievement Test--Reading	Performance	B,C,D	CTB
Columbia Mental Maturity Scale	Potential	A	HBJ
Durrell Analysis Reading Difficulty	Analysis	B,C,D	HBJ
Gates-MacGinitie Readiness Test: Reading Skills	Analysis	B	WPS
Gates-MacGinitie Reading Test	Analysis	B,C,D	WPS
Kuhlman-Anderson Measure of Academic Potential	Potential	B,C,D	HBJ
Meeting Street School Screening Test	Analysis	B	MSS
Metropolitan Achievement Test	Performance	B,C,D	HBJ
Metropolitan Readiness Test	Performance	B	HBJ
Otis-Lennon Mental Ability Test	Potential	B,C,D	HBJ
PREP Brief: A Readiness Test for Disadvantaged Preschool Children	Analysis	A	OE

[1] See page 40 for description of terms

[2] See page 45 for description of code

Attachment C (cont'd)

Screening Instrument	Language Function	Grade Level	Publisher's Code
Screening Test for Identifying Children With Specific Language Disability	Analysis	B,C,D	EPS
Screening Test For The Assignment of Remedial Treatments	Analysis	A	PI
Screening Test of Academic Readiness	Potential	A	PI
Slosson Intelligence Test for Children and Adults	Potential	A	SEP
Stanford Achievement Test	Performance	B,C,D	HBJ
Stanford Diagnostic Reading Test	Analysis	C,D	HBJ
Stanford Early School Achievement Test	Performance	A	HBJ
Test of General Ability	Potential	B,C,D	SRA

Attachment D

READING LANGUAGE

SIGHT VOCABULARY	RATING
Extremely limited sight vocabulary	1
Limited sight vocabulary; fails to recognize words at grade level	2
Adequate reading vocabulary for age and grade	3
Above average sight vocabulary; recognizes words above age and grade level	4
High-level sight vocabulary; recognizes many abstract words	5

WORD MEANING	
Unable to associate meaning with written word	1
Limited understanding of written word meanings; fails to grasp word meanings at grade level	2
Good grasp of printed and written word meaning at age and grade level	3
Understands all printed and written grade level words plus some higher level word meanings	4
Superior understanding of printed and written words; understands many abstract words	5

READING COMPREHENSION	
Unable to grasp meaning of written words in context; fails to understand simple sentences	1
Limited understanding of written words in context; failure to grasp meaning of simple paragraphs	2
Adequate understanding of written sentences and paragraphs at age and grade level	3
Above average; comprehends all written material at grade level	4
Superior; comprehends higher grade level written sentences and paragraphs	5

WORD ATTACK SKILLS	
Appears to have no organized method of word attack	1
Attempts word attack but at below age and grade level and with frequent errors	2
Exhibits adequate use of word attack skills for grade level	3
Above average; successfully uses word attack skills at grade level	4
Superior ability; automatic use of word attack skills at or above grade level	5

WRITTEN LANGUAGE

COPYING	RATING
Unable to correctly copy words from print or from blackboard; makes constant omissions, substitutions, reversals, inversions, or additions	1
Often has difficulty in copying printed or written words without error	2
Average; adequate for age and grade level	3
Above average; almost never makes an error	4
Exceptional; never makes an error	5

SPELLING	
Unable to spell correctly; either misspells all dictated words or does not attempt to write them	1
Very poor speller; misspells most words at grade level	2
Adequate speller for age and grade level	3
Above average; correctly spells all grade level words as well as higher level words	4
Excellent; consistently spells at above grade level without error	5

LETTER FORMATION	
Severe letter distortions; does not write or print legibly	1
Poor letter formation; most letters can be recognized	2
Adequate for age and grade level; usually prints and writes legibly	3
Above average; letters are formed naturally and with obvious ease	4
Outstanding; extraordinary penmanship	5

SPACING	
Extremely poor spacing when writing; unable to follow letter guidelines or use page boundaries; inappropriate spacing between letters or words	1
Often writes outside letter guidelines; frequent variation in letter size or in spacing between letters and words	2
Average for age and grade level	3
Above average; spacing between letters and words and page lines is neat and shows little variation	4
Superior; margins are precise; size of letters are appropriate to letter guidelines and do not vary; spacing between letters, words are appropriate and consistent	5

SENTENCE FORMATION – PUNCTUATION	
Always writes incomplete sentences with grammatical and punctuation errors	1
Frequently writes incomplete sentences; numerous grammatical and/or punctuation errors	2
Writes complete sentences; few errors in grade level grammar or punctuation	3
Above average sentence formation; rarely makes a grammatical or punctuation error at grade level	4
Superior; writes grammatically correct sentences and correctly punctuated sentences at above grade level	5

Appraisal

Purposes of Appraisal

The purposes of pupil appraisal are:

- To provide a basis for making decisions designed to bring about changes in pupil achievement and/or adjustment.
- To analyze individual learning and communicative processes, and to pinpoint specific learning strengths and weaknesses.
- To establish the relationship between gross academic difficulties and specific language disability.
- To identify significant factors (socio-cultural, medical, and psychological) that contribute to understanding a child's disability.
- To acquire sufficient diagnostic information for identifying realistic pupil-performance objectives and appropriate teaching strategies.
- To detect erroneous identification of language handicaps.

The term *appraisal* as used in this Handbook is less broadly defined than in *Bulletin 711* (page 13) where the appraisal process includes: referral; screening; data analysis and alternatives; comprehensive assessment; admission, review, and dismissal; dissemination; and evaluation.

Basic Assumptions for Appraisal

Underlying pupil-appraisal services are the following basic assumptions:

- Appraisal is no longer considered as a separate and independent activity but has become interwoven throughout the instructional process.
- Effective appraisal services should be decentralized to the local building level since those personnel best equipped to appraise and provide for the pupil's learning needs are the ones who interact with and observe the

student daily, who know his family and his community, and who have the freedom and authority to modify and adapt the learning environment within the school.

- . . Although the services are decentralized, there must be articulation among schools in a district.

- . . The educational utility of appraisal services is enhanced to the extent that appraisal is conducted and directed by educators.

- . . There are three levels of appraisal services: those provided by the classroom teacher; those provided by the educational specialists; and those provided by professionals in other disciplines. The educational goal dictates the level of appraisal services required.

- . . Appraisal procedures must be designed to provide immediate feedback to the classroom teacher, even during the first month of school.

- . . Through continuous reappraisal of how the student progresses with the first change and with subsequent changes in the educational plan, this instructional tool can provide a meaningful service for the classroom teacher.

- . . Appraisal must be broadened to include many of the environmental influences which affect the child's learning development and performance in school, including:

  - . The classroom teacher's understanding of the child's learning capacities and limitations.

  - . How the child learns and under what circumstances.

  - . The degree to which basic health and nutritional needs are satisfied.

  - . The home environment.

  - . The effect of teacher attitudes and peer relationships toward the child.

  - . Availability of physical space, equipment, instructional materials, and scheduling flexibility within the school building.

- . . Appraisal services are pupil performance oriented; appraisal services are justified only in terms of performance objectives and subsequent teaching strategies.

- . . Appraisal is a continuous process of refining previous performance objectives.

. . Informality in reporting procedures improves communication between appraisal and instructional personnel.

. . Reporting should emphasize realistic learner expectations and appropriate instructional activities--not just further define the problem.

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Establishing An Appraisal Program

The screening program described earlier forms the foundation for the total program of pupil appraisal services. Once screening data are collected, the educational diagnostician begins diagnosis by shifting the focus from identification of language-handicapped pupils to analysis of specific language disabilities. Though unrefined, the initial screening data should be sufficient to provide a broad view of the youngster's language skills, potential for learning, current academic performance and learning processes. This knowledge about the youngster, in addition to the medical information acquired through screening, is sufficient to satisfy the minimum state standards for an appraisal program--provided the appraisal includes an individualized educational plan. To go beyond this minimal level into a pupil appraisal program which will better serve each child requires careful planning in terms of:

. . Scope of appraisal services.

. . Administrative organization.

. . Pupil load.

. . Staff development.

Scope of appraisal services. The type and extent of appraisal services to be offered is determined by local and state policy concerning required appraisal information on exceptional children. These conditions are described in detail in other sections. Depending upon the financial resources of a district, beyond state support, the provision of appraisal services may vary from classroom teacher assessment to a multidisciplinary team approach. The Language Center has found the most satisfactory procedure is to include the diagnostic services of a resource teacher backed up by those of an educational diagnostician.

Administrative organization. Flexibility of program planning and intercommunication among appraisal personnel is facilitated through locally administered programs of pupil appraisal. This is accomplished by establishing a cooperative working relationship between building principals and the director of pupil appraisal services. The principal must maintain authority over educational diagnosticians and other support personnel who serve children in his school. The director of pupil appraisal services should share the responsibility of developing local appraisal programs with each school principal. In this way, consistency of appraisal services is maintained throughout the district while allowing for differences in need and services among individual schools.

Pupil load. Under the program described in the Handbook, one educational diagnostician can effectively provide systematic follow-up for approximately 70 students four times a year. This number can be increased as resource teachers assume greater responsibility in the development and evaluation of follow-up educational plans.

Staff development. The key to any successful program rests with the quality of the knowledge and skill of the staff responsible for carrying out the program. Inservice is a vital part of a locally administered program of pupil appraisal. A very high priority should be placed upon frequent and year round staff development.

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Selection of Appraisal Instruments

Refer to page 55 for a discussion of selection sources and considerations for choosing appropriate educational appraisal instruments. These tests should be administered and interpreted by trained personnel. Suggested appraisal instruments are listed in Attachment E on page 68. All the measures listed in this section are individually administered. Each test satisfies the measurement criteria discussed in the section on screening (see pages 40 and 45 where terms and codes are defined).

Appraisal Procedures

The educational appraisal of a language-handicapped child is a continuous process of reassessment and refinement of former conclusions regarding the youngster's learning potential, academic performance, and language processes. It is a developmental process requiring regular feedback from instructional personnel. The singular goal of appraisal is the identification of

appropriate instructional goals and effective performance objectives for the student. The process of appraisal is a team effort requiring close communication among all school personnel who work with the youngster.

The appraisal process divides naturally into three sequential steps: (1) informal procedures which lead to initial instructional goals and performance objectives, (2) formal procedures which provide collaborative data and further refinement of initial goals and objectives, and (3) reappraisal procedures which are guided by teacher feedback and result in modification of inappropriate performance objectives and/or teaching strategies.

Informal appraisal procedures. Except for first-year students, diagnostic data already in the school files and available from conferences with teachers are adequate to develop initial learning goals and performance objectives. The initial step in the appraisal process is to utilize this information for formulating the first of a series of educational planning cycles. Below are listed the four prime sources of informal appraisal data and the diagnostic information that may be obtained from each source:

. . Cumulative folders.

- Samples of classwork.
- Achievement test scores.
- Intelligence quotients, percentiles, and stanines.
- Vision and hearing screening reports.
- Health records.
- Attendance.
- Subject and content grades.

- . Classroom teacher ratings and comments.
- . Reports of professional examinations and interviews with pupil or parents.

. . Screening results.

- . Pupil rating scales.
- . Classroom inventories.
- . Group-administered language screening tests.
- . Group-administered diagnostic reading tests.
- . Parent questionnaires.

. . Systematic observation by educational diagnostician and/or resource teacher.

- . Physical characteristics of classroom.
- . Organization of classroom.
- . Method of presenting lesson.
- . Tasks required for completing lesson.
- . Learning and language processes involved.
- . Attitude of the child's classmates.
- . Reactive behavior of pupil.
- . Behavior reinforcers utilized in classroom.
- . Diagnostic teaching.

. . Conferences.

- . Principal.
- . Classroom teacher.
- . Special services personnel.
- . Parents.

Formal appraisal procedures. Initial performance objectives are at best educated guesses as to how and where the classroom teacher

should begin to modify the instructional program. For this purpose, informal appraisal procedures are sufficient. The second cycle in the educational planning series involves a refinement of the original objectives and requires a more intensive examination of the language-handicapped pupil's learning patterns.

The formal appraisal procedure includes individually-administered measures of learning potential, academic performance, and language skills. In addition, the specific diagnostic skills and knowledge of other professionals may be called upon to appraise the language handicap. The extent and exact nature of appraisal services vary with the educational needs of the child as determined by the classroom teacher and educational diagnostician. All appraisal services are coordinated by an educator, usually the educational diagnostician, who serves as the main liaison person between all appraisal personnel and the classroom or resource teacher. Periodic reports must be made to the principal to keep him fully informed of appraisal activities.

Reappraisal procedures. As each cycle of the educational plan is completed, new performance objectives are formulated to assist the student reach the long-range instructional goals. Some objectives are found to be inappropriate or irrelevant to the instructional goals and require modification. New instructional goals are identified and current goals further clarified as the student progresses through the school year. Each series of performance objectives represents a new cycle in the planning sequence. Each cycle requires a reassessment of the student's progress toward the instructional goals.

Reassessment is the heart of the appraisal process. The extent and kind of reappraisal not only will vary with the learning needs of the student, but those needs change, disappear and new learning needs appear during the course of the instructional year. As the sequence of planning cycles continues during the year, the need for formal appraisal procedures diminishes in favor of the more informal techniques. It is in this final step of the appraisal process that the results of diagnostic teaching are fully recognized.

The application of four basic principles will assist in the preliminary analysis of appraisal data:

- . . Skill strengths in terms of performance.
- . . Recurring patterns in the data.
- . . Discrepancies between data on performance and other factors which influence learning.
- . . Continuous reevaluation.

Attachment F on page 69 gives some examples which illustrate the application of these principles.

Professional Support Services

The educational diagnostician may obtain medical, psychological, or social work appraisal support services from the regional education service center or from other local service agencies. Professional support services should be utilized only when it is felt that the additional examination is necessary to the development of appropriate instructional goals, pupil

performance objectives, or teaching methods.

Medical support services. The educator must be able to answer two questions before requesting specific medical examination or treatment. Is there a suspected health or physical impairment contributing to the specific language disability? If the suspected health or physical impairment is confirmed, will subsequent medical treatment alleviate the language disability? Unless both questions can be answered affirmatively, medical consultation will provide little benefit to educational planners. Recall that the purpose of appraisal services is sucessful intervention, and not just further clarification of possible etiology. Among the medical support services are:

. . Pediatrics for general health problems.

. . Orthopedics for muscle, bone, and joint abnormalities.

. . Ophthamology for visual abnormalities.

. . Otolaryngology for structural and neurological hearing abnormalities.

Psychiatric or psychological support services. Inefficient personality patterns and poor coping skills serve to compound the language disabilities and impede remediation with some of these children. In these instances the consultative services of a clinical psychologist or psychiatrist may be justified.

Social work support services. Social services aside from those available through the school nurse, visiting teacher, or school counselor should be solicited when living and health conditions away from the school setting are so neglected as to contribute to the

youngster's language disability. Examples of this neglect could be evidence of emotional and social deprivation, child abuse, lack of supervisory care, absence of basic clothing, shelter, and nutritional needs. Most preliminary social services can be provided by local personnel. Requests to outside social and welfare agencies should be made with specific intervention in mind.

Procedure for utilizing professional support services. The procedure is to gather and analyze all data available through local resources first. Then if it is felt that additional specialized professional knowledge and treatment are necessary for effective educational planning, follow school protocol for soliciting outside services.

- The educational diagnostician coordinates processing of requests for professional services.
- Referrals begin at the local level.
  - School nurse.
  - School psychologist.
  - Counselor.
  - Speech therapist.
  - Medical doctor.
- Securing outside agency or personnel services.
  - Obtain principal's approval.
  - Obtain central office approval.
  - Obtain parent permission.
- Incorporate results into the educational plan.

Communication of Appraisal Information

An efficient program of pupil appraisal incorporates all the diagnostic information available from each person who works with the language-handicapped youngster. To be relevant to the teaching situation, a proposed educational plan must first be evaluated and approved by the instructional personnel. In both instances close and continuous communication must be maintained among all those who are working with the child. This section highlights some of the suggestions offered by classroom teachers and educational diagnosticians for fostering a free flow of communication.

Resource specialist and classroom teacher. The resource specialist and classroom teacher need time for interaction, so provision should be made for regularly scheduled conferences. At this time, there should be informal sharing of information regarding the child and the proposed instructional plan. Modification of the plan might result. Basic information recorded by the educational diagnostician and resource teacher should be presented to the classroom teacher. Included in this information would be:

- Specific teaching objectives.
- Proposed educational activities.
- Recommended instructional materials available to the classroom teacher.
- Pertinent modifications in the instructional plan.

. . Scheduling of staff conferences between the educational diagnostician, resource teacher, and classroom teacher when necessary.

Especially, it is important for the resource teacher to:

. . Have frequent informal discussions and occasional scheduled conferences to discuss the following:

. Information concerning attitudes, behavior, and levels of achievement of the child.

. Materials, teaching techniques, and methods of classroom management.

. Curriculum planning.

. Ways the aide or resource teacher may assist the classroom teacher.

. . Give constructive help rather than criticism during conferences.

. . Avoid getting involved in conflicts among classroom teachers.

. . Arrange conference periods at the classroom teacher's convenience.

. . Assist the classroom teacher's communication with other school personnel.

. . Be a member of the team in terms of relating pupil information to parents or supportive personnel.

Educational diagnostician and classroom teacher. The educational diagnostician works directly with the classroom teacher when a resource teacher is not available. However, if a resource teacher has been assigned to the classroom teacher, then all must be present during any conferences. Once again, this facilitates communication among all personnel working with the child. When meeting with the classroom teacher, the educational diagnostician should strive to:

. . Keep communication channels open.

- . . Assist the classroom teacher in formal and informal diagnosis.
- . . Utilize the classroom teacher's day-to-day observations of the child when interpreting test results and planning remedial techniques.
- . . Share teaching strategies for the classroom and/or a specific child.
- . . Cooperatively plan instruction to meet individual learning needs.
- . . Assist the classroom teacher's communication with other school personnel.
- . . Assist the classroom teacher in relating pupil information to parents or supportive personnel.

Classroom teachers with other classroom teachers. In the upper grades, teachers of different subject areas should plan to meet on a regularly scheduled basis to exchange information and share observations and teaching strategies with specific children. Similarly, all teachers in a team or cluster situation must share information.

Educational diagnostician and resource teacher. Time for interaction between the educational diagnostician and resource teacher needs to be scheduled on a regular basis. During these conferences they should relate the cumulative data to the appraisal results and make a tentative diagnosis regarding the specific language disability. Working together, they should develop a cooperative educational plan including instructional goals and performance objectives. Procedures need to be developed for systematically recording pertinent data obtained from the cumulative folder and test results. The instructional goals and performance objectives should also be recorded at this time. The final decision for implementation of the educational

plan as it relates to the resource room, however, rests with the resource teacher.

Communicative roles of other special services personnel. All personnel whose direct knowledge of a particular child or whose special expertise may contribute to improving the child's learning behavior should be involved in appraisal and educational planning. Examples relating to the nurse, speech therapist, and counselor are given below.

- Nurse.
  - Administers vision or hearing check-ups.
  - Assists in communication with the child's parents.
  - Assists physician during physical examination of referred students and discusses observations with the resource teacher and educational diagnostician.
  - Participates in informal discussions about pupil's background--home, environment, economic status, and general health conditions.
  - Speaks to students about personal hygiene.
- Speech therapist.
  - Administers articulation test upon request.
  - Provides regular speech therapy for those students with speech problems.
  - Suggests activities and materials that the classroom and resource teacher may use with certain pupils for speech and language development.
- Counselors (all levels).
  - Administers individual tests requested by the resource teacher and interprets the results.
  - Counsels students concerning personal or discipline problems.

- Schedules group tests to be administered.
- Interacts in the recommendations of materials and activities for use with language-handicapped children or regular classroom pupils.
- Recommends educational materials, professional books, and speakers that might be helpful in furthering understanding of language and learning disabilities.

Appraisal conference. The purpose of a staff conference is to facilitate communication among all who are concerned with each child's appraisal. Conference time periods range from a few minutes to two hours, averaging 45 minutes per child. Conferences should be conducted at the local building level and scheduled with the school principal. They should be arranged and coordinated by the educational diagnostician. The objectives of the staff conference include:

- Planning
  - Communicating screening procedures.
  - Screening and identification of language-handicapped pupils.
  - Planning inservice training sessions.
  - Conferring with parents.
- Admission, Review, and Dismissal.
  - Selecting pupils for language-handicap classes.
  - Diagnosing specific language disabilities.
  - Formulating and revising educational plans.
  - Scheduling pupils in the resource room.
  - Following-up systematically on pupil placement in program.

Three people exchanging appraisal information on a student constitute a staff conference. Depending on the nature of the staffing,

the conference may include larger groups and adopt more formalized procedures. Most staff conferences are those conducted among the classroom teacher, resource room teacher, and educational diagnostician. In conferences involving school policies, the school principal should serve as chairman. Planning conferences frequently require the presence of the school counselor, speech therapist, school nurse, remedial reading teacher, and in some instances, the school librarian (or materials specialist). Special consultants such as physicians, social workers, or psychologists may be required at any of the above conferences.

SELECTED INDIVIDUALLY ADMINISTERED APPRAISAL INSTRUMENTS

Screening Instrument	Language Function	Grade Level	Publisher's Code
Arthur Point Scale of Performance Test	Potential	A,B,C,D	PC
Bender-Visual Motor Gestalt Test	Analysis	A,B,C,D	PC
Benton-Visual Retention Test	Analysis	B,C,D	PC
Columbia Mental Maturity Scale	Potential	A,B,C	HBJ
Durrell Analysis of Reading Difficulty	Analysis	B,C,D	HBJ
Frostig Developmental Test of Visual Perception	Analysis	A,B,C	CPP
Gilmore Oral Reading Test	Analysis	B,C	HBJ
Goldman-Friscoe Test of Articulation	Analysis	A,B,C,D	AGS
Goldman-Friscoe-Woodcock Test Analysis of Auditory Discrimination	Analysis	A,B,C,D	AGS
Goodenough-Harris Drawing Test	Potential	A,B,C,D	HBJ
Gray Oral Reading Test	Analysis	B,C,D	PC
Illinois Test of Psycholinguistic Abilities	Analysis	A,B,C,D	UIP
Oseretsky Test of Motor Proficiency	Potential	B,C,D	AGS
Peabody Individual Achievement Test	Performance	A,B,C,D	WPS
Peabody Picture Vocabulary Test	Potential	A,B,C,D	AGS
Ravens Progressive Matrices	Potential	A,B,C,D	PC
Slosson Intelligence Test for Children and Adults	Potential	A,B,C,D	SEP
Wechsler Intelligence Scale for Children	Potential	A,B,C,D	PC
Wechsler Preschool and Primary Scale of Intelligence	Potential	A	PC
Wide Range Achievement Test	Performance	A,B,C,D	WPS

Attachment F

PRINCIPLES OF DATA ANALYSIS

DATA EXAMINED IN TERMS OF:	DO THE DATA INDICATE:	EXAMPLES:
	PRINCIPLE: Skill Strengths In Terms Of Performance	
Points of entry.	. .the child's present performance level in a skill development sequence?	Kindergarten: After a pretest was given in Visual Discrimination, the child's level of performance was discrimination of letters. Point of entry: discrimination of words. Third Grade: Informal reading inventory may indicate that child is on a 2.0 reading level.
Gaps in learning sequence.	. .that there are elements in a skill development sequence that the child has bypassed?	Third Grade: Child can add two digit numbers but can not remember addition facts. Sixth Grade: Unable to subtract or add when doing long division.
Motivation and interest.	. .that there are specific subject areas, circumstances, or modes of instruction that tend to motivate learning or generate greater interest than usual?	Kindergarten: Oberve the child's response to: . Competition. . Praise. . Rewards (privileges, toys). . Independent activities. . Instruction requiring motor response. . Games. . Puppets. Third Grade: A child may be motivated to read if he is provided with reading materials in which he is interested. Sixth Grade: Observe the student's response to: . Reading--use child's interest area to motivate. . Group activities where student is allowed to choose own materials and classmate(s) to work with. . Working alone with a tape recorder.

Attachment F (Continued)

PRINCIPLE: Recurring Data Patterns

Clusters of inadequacies.	. .that problems or inadequacies tend to be related?	Kindergarten: Notice recurrence of inability to: . Follow directions. . Answer questions concerning stories. . Rote count or name colors. . Know birthdate or address. Third Grade: Auditory difficulties may be indicated by: . Poor listening comprehension. . Inability to discriminate sounds. Sixth Grade: Recurrent patterns of study skills. . Copying from board or book incorrectly. . Failure to put heading on paper.
Repeated behaviors.	. .that the same type of problem shows up in several learning situations or test results?	Kindergarten: . Scores low on all aural comprehension subtests of Stanford Achievement Test. . Cannot follow directions when given verbally. Third Grade: . Oral instructions must be repeated. . Does not follow sequence of directions. . Watches other children to see what to do. Sixth Grade: . Lack of responsibility: fails to keep up with assignments, materials, and personal belongings. . Emotional overtones central to all areas: unable to cope with constructive suggestions.
Individual style of learning.	. .that the child consistently relies more strongly on one learning modality than another.	Kindergarten: . Can visually match colors, shapes, and letters. . Responds adequately by marking pictures rather than verbalizing. Third Grade: . Visual cues (e.g., pictures) help in learning vocabulary: aid greatly the poor listener. Sixth Grade: . Child appears to learn better when visual materials (e.g., film, book) are used. . Child appears to learn better through auditory based materials (e.g., tapes, records).

Attachment F (Continued)

PRINCIPLE: Discrepancies Between Data

Ability and performance level.	. .a discrepancy between performance level and ability?	Kindergarten: . Child does well on the comprehension subtest of the W.P.P.S.I. but is unable to answer questions about films or stories. Third Grade: . Above average intelligence, but reading below level. Sixth Grade: . Cannot distinguish vowel sounds and yet can spell adequately at grade level.
Grade placement and performance level.	. .a discrepancy between performance level and grade placement?	Kindergarten: . Child performs on a three-year-old level, but is in a kindergarten classroom due to his age. Third Grade: . A third grade child reading below grade level as determined by achievement tests. Sixth Grade: . Reads at two to four years below grade placement.
Developmental level and performance level.	. .a discrepancy between performance level and developmental level?	Kindergarten: . Unable to draw a circle yet is five years old. Third Grade: . Motor coordination is substantially below that expected of a child of his chronological age. Sixth Grade: . Child has shorter attention span than his peers.
Classmates and performance level.	. .a discrepancy between child's performance level and performance of classmates?	Kindergarten: . Classmates know color names but child does not. Third Grade: . Classmates use good grammar while child does not. . Vocabulary limited when compared to classmates.

Attachment F (Continued)

PRINCIPLE: Discrepancies Between Data

		Sixth Grade: . When placed in a group according to test scores performs significantly below group average.
Environment and performance level.	. .a discrepancy between performance level and environment?	Kindergarten: . The child has had many rich experiences but is unable to describe them because of low level vocabulary. Third Grade: . Child's responsiveness varies strongly according to the time of day. Sixth Grade: . Child does not function as effectively in a large group as he does in a small group.
Teacher's expectations and performance level.	. .a discrepancy between performance level and teacher expectations?	Kindergarten: . Child demonstrates ability to name letters but cannot name numerals (e.g., teacher would expect the child to name the numerals if he can name letters). Third Grade: . When assigned a spelling list of 15-to-20 words child retains only 5 or 6 words at a time. Sixth Grade: . Reads on grade level but spells two-to-five years below grade level.
Parent's expectations and performance level.	. .a discrepancy between performance level and parent's expectations?	Kindergarten: . Parent is unable to accept observable deficits the child possesses. Third Grade: . Parent expects child to read third grade materials but child is only able to read on first grade level.

Attachment F (Continued)

PRINCIPLE: Continuous Reevaluation

Appropriateness of appraisal information in terms of learning outcomes.	. .that educational planning was facilitated by appropriate appraisal information.	Kindergarten: . A diagnostic test pinpointed specific problem areas (visual, auditory, verbal) which appear upon additional testing. Third Grade: . Teaching planned activities indicated appropriate instruction and reevaluation indicated improvement. Sixth Grade: . Formal testing indicated child is 2-4 years below grade placement in some subject areas.
	. .that educational planning was not facilitated because of inappropriate appraisal information.	Kindergarten: . Children tested early in the school year correct weaknesses through normal development or regular classroom instruction before (or during) remediation programs. Third Grade: . Wepman Auditory Discrimination test indicated poor auditory discrimination, while on a similar task in an informal situation no problem was indicated. Sixth Grade: . Child may have made several reversals or substitutions during formal testing, yet these problems seldom occur in the classroom. . What may be a problem at third grade may be test-taking carelessness at sixth grade.

Educational Planning

Purposes of Educational Planning

The purpose of the educational plan is to:

- Identify language instructional goals.
- Develop major pupil instructional (performance) objectives designed to achieve the instructional goals.
- Recommend related teaching activities to the resource teacher and classroom teacher, including examples of:
  - Classroom organization.
  - Method of presentation.
  - Instructional content.
  - Instructional materials and equipment.
  - Utilization of teacher aides.
  - Evaluation procedures.
- Design a procedure for evaluation of student progress toward instructional goals.

Basic Assumptions for Educational Planning

Basic to the development of an educational plan for language-handicapped boys and girls are these premises:

- Through proper modification of the learning environment, the academic achievement of language-handicapped youngsters will improve.
- Most language-handicapped students can achieve satisfactory academic progress in the regular school program with only minimal special instruction.
- Modifications in the instructional program should focus upon criterion-referenced instructional goals.
- Instructional goals should be broad enough to generate several short-term instructional objectives.
- Instructional objectives should be flexible enough to

allow for the development of different, though appropriate, lesson objectives.

. . Instructional goals, instructional objectives, and lesson objectives can be empirically and independently evaluated.

Resources for Educational Planning

Educational planning begins and ends with the classroom teacher. A comprehensive program of pupil appraisal enables the classroom teacher to share the task of assessment and planning with other professionals, but the final approval and implementation remains the responsibility of the teacher.

Among the resource personnel and services available to assist the classroom teacher modify instructional programs are the:

. . Resource teacher who not only assists the classroom teacher through the provision of special tutorial and small-group instructional activities, but also advises the classroom teacher in developing the total educational plan.

. . Educational diagnostician who assists both the classroom teacher and resource room teacher in establishing instructional goals and instructional objectives.

. . Psychologist who makes recommendations concerning behavior dynamics and reinforcers.

. . School district special services personnel who offer to the classroom teacher the combined planning skills of the school nurse, speech therapist, school counselor, school librarian, and remedial reading teacher.

. . Education Service Center personnel who are available for consultation.

Procedures for Educational Planning

The educational plan. The educational plan is a continuous process of developing and modifying instructional goals and short-term instructional objectives. This process is implemented in cyclic stages (designated time periods) in order to insure an ongoing plan of instruction. One format is shown in Attachment G on page 81; however, each district should develop a format that fits its needs.

Each educational plan should include:

- Long-range instructional goals. Long-range goals are expectations of a student's educational performance by the middle or end of the school year. They are behaviorally stated, specifying the desired student performance, degree of accuracy, and alloted time period.

- Short-term instructional objectives. Performance objectives are derived from the instructional goal. Instructional goals are broken into small sequential steps, each requiring a one-to-two month preparation period. Instructional objectives are stated in explicit behavioral terms specifying desired student performance, degree of accuracy, and alloted time period.

- Behavior facilitators. Information on the topics listed below will better enable the classroom teacher to individualize the instructional program as recorded in the facilitator section of the educational plan.

  - Learning strengths (e.g., auditory memory; spoken language).

  - Learning weaknesses (e.g., visual discrimination; auditory memory).

  - Behavior reinforcers (e.g., daily time-out period; use of tokens for reinforcement).

  - Appropriate teaching methods (e.g., tracing techniques; tutorial instruction for short periods each day).

. . Instructional activities and materials. Instructional activities and materials designed to prepare the student to achieve instructional objectives are incorporated into daily lesson plans.

. . Sequential process of educational planning. The cyclic nature of the planning process allows the classroom teacher to measure the student's progress toward the instructional goal, to evaluate the performance objectives leading to that goal, and in some instances, to reevaluate the goal itself. Each cycle builds upon the diagnostic and instructional feedback collected during the preceding cycle.

Role of the educational diagnostician in educational planning.

. . Spring of the school year.

. Review screening data and make a tentative diagnosis of each language-handicapped student's learning strengths and weaknesses.

. . First month of the school year.

. Observe language-handicapped students in their school setting and acquire additional assessment information, i.e., through individual testing, vision, speech, and hearing screening.

. Schedule meetings with the classroom teacher and resource teacher to discuss tentative long-range instructional goals and short-term instructional objectives.

. . Preparing tentative educational plans.

. Prepare long-range instructional goals.

. Limit the number of goals to the child's most significant educational needs.

. Write short-term instructional objectives for each long-range instructional goal. The number of short-term objectives will vary for each long-range goal and for each student.

. Record behavior facilitators on the educational plan.

. Suggest instructional materials and activities to assist the classroom teacher and resource teacher in preparing lesson plans.

Role of the resource teacher in educational planning.

. . First month of the school year.

. Confer with the educational diagnostician to obtain information that will facilitate planning.

- Grouping of language-handicapped students within the resource room.

- Planning individual and small group daily lesson plans.

. Begin diagnostic teaching procedures.

- Administer an informal reading (or reading readiness) inventory.

- Record pertinent observations.

. Inventory instructional materials so that preparations can be made for planning sessions with the educational diagnostician.

. . Preparing tentative educational plans.

. Meet with the classroom teacher and educational diagnostician to exchange information concerning language-handicapped students.

- Background information.

- Pertinent information gained from observation and diagnostic teaching in the resource room.

- Classroom behavior versus resource room behavior.

. Assist in writing long-range instructional goals and instructional objectives.

. Incorporate appropriate instructional activities into daily plans.

. Evaluate student progress toward instructional objectives.

Role of the classroom teacher in educational planning.

. . First month of the school year.

. Determine tentative long-range goals for entire classroom.

. Observe language-handicapped students and record pertinent

information, such as :

- Has difficulty following directions.

- Appears to have difficulty remembering information.

- Appears to have a limited attention span.

. . Preparing tentative educational plans.

. Meet with the resource teacher and educational diagnostician to exchange information concerning individual language-handicapped students so that the educational diagnostician can prepare realistic educational plans built through cooperative effort.

- Description of classroom setting (e.g., self-contained or team room, number of students).

- Pertinent information regarding the student's behavior in the classroom.

- Information acquired from parent conferences.

. May assist in writing long-range instructional goals and short-term instructional objectives.

. Implement suggested instructional activities into daily plans.

. Evaluate student progress.

Role of the educational diagnostician, resource teacher, and classroom teacher in evaluation of the educational plan.

. . Individual educational plans should be evaluated at least three-to-four times during the school year. Evaluation may prompt modification of the educational plan.

. . At the end of the cycle, the resource teacher and classroom teacher evaluate the short-term objectives.

. If the student meets the instructional objectives and the instructional goal is still considered appropriate, then a new cycle of objectives is prepared for that goal.

- Review the performance objectives to determine their appropriateness to the long-range instructional goal.

- Evaluate the tasks required and the time alloted for completing the objectives.

- Reevaluate the materials and procedures used.

. . The educational diagnostician, resource teacher, and classroom teacher cooperatively revise the educational plan.

. . At the end of subsequent cycles, the same evaluation procedure is used to adjust long-range instructional goals and short-term instructional objectives.

Attachment G

Pupil _____

Grade _____ School _____

EDUCATIONAL PLANNING SEQUENCE

CT _____

RS _____

ED _____

Long Range Goals:

Cycle No _____ From _____ To _____ Major Performance Objectives*	Classroom Suggested Activities	Resource Room Suggested Activities

Facilitators

Diagnostician's Copy

Attachment G (Continued)

PLANNED DAILY PROGRAM

	Monday	Tuesday	Wednesday	Thursday	Friday
Content and Organization					
Method					
Materials and Equipment					
Aide					
Diagnostician					

Objectives Met _____ Objectives Not Completed _____

Comments:

Instructional Materials

Purposes of Instructional Materials

Instructional materials assume a new significance in a language-disabilities program because there are so many available and their utilization necessitates greater expertise. These instructional materials are useful:

- . . To facilitate learning by pupils with a language handicap.
- . . To encourage children to recognize the joy of learning.
- . . To provide alternative paths in learning.

Basic Assumptions for Instructional Materials

The following are assumptions relative to instructional materials:

- . . Instructional materials appropriate for each pattern of learning should be available.
- . . Alternative materials to meet a given learning need should be readily available.
- . . Instructional materials must be carefully evaluated before purchase.
- . . Prime responsibility for selecting instructional materials resides with the professional who will use them in instruction.
- . . Classroom teachers should not have to purchase, with their money, instructional materials.
- . . Teacher-made materials are often superior in many teaching circumstances to commercial materials.
- . . Training in the use of any material is mandatory prior to its use with children.
- . . Training in material utilization should be conducted by a person familiar with the material, preferably one who has successfully used it.

. . For economy, materials and equipment should be shared among professionals whenever possible.

. . No single instructional material (or program) is the best for all children.

Types of Materials and Equipment

Instructional materials. Theoretically, instructional materials are designed with a specific objective (or set of objectives) in mind and, if used properly, will assist in the achievement of that objective. Care should be exercised to see that this is indeed the case. On the other hand, instructional materials may be readily adapted by a creative teacher to the achievement of other objectives.

Ample, flexible storage area should be provided for each room, especially for resource rooms and the large, self-contained team rooms. The classroom teacher should establish regular procedures for checking materials in and out, maintaining equipment in good condition, and promoting student accessibility.

Many materials (e.g., workbooks, games) require no supportive equipment. Other materials require special and uniquely applicable equipment; therefore, great care must be exercised prior to purchase.

Basic equipment requirements. For purposes of economy, supportive equipment should be flexible in its usage. The following items, required for many types of instructional materials, should be available to every classroom teacher participating in a language-

disabilities program:

. . Cassette recorder (approximately one for every ten students).

. . An eight-station listening center.

. . A filmstrip projector.

. . Small desk-top screen (e.g., 18"x20").

. . Overhead projector.

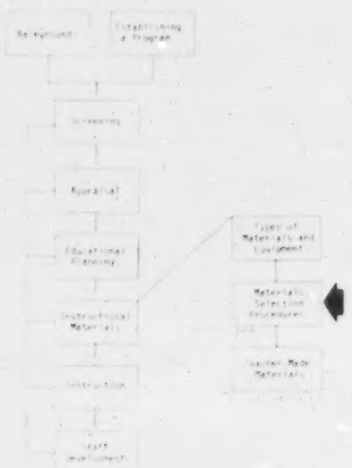
. . Record player.

. . Camera (slide and/or Polaroid).

Of the above equipment, the cassette recorder has proven to have the widest range of uses. Children at all grade levels, kindergarten included, can be easily taught the operation and care of all these items. All such hardware, properly used, should stimulate interest in learning and develop student responsibility in caring for equipment.

The classroom teacher should see that the equipment is operable at all times. Instruction books should be kept in the room and simplified operating directions attached to the machine. Extra light bulbs and fuses will prove handy. Warranties and guarantees should be filed and their options exercised when needed.

Materials Selection Procedures



The resource teacher's and/or educational diagnostician's expertise in the selection of instructional materials should prove most useful to classroom teachers and administrators in designating materials for a specific language disability. The Special Education Instructional Materials Centers, a component of each Education Service Center, provide

instructional materials for the purpose of examination.

Preliminary screening. Factors that should be considered in preliminary screening of materials are cost, durability, interest level, approximate grade level, convenience, validity, instructional organization, and required special equipment.

. . The cost of materials.

. A material may be judged too expensive relative to the number of children who will use it; often there are satisfactory substitutes.

. Coordinating the purchase and distribution of instructional materials is important.

- Materials are often packaged for sale in quantities larger than needed for one classroom or resource room.

Sharing reduces the per-student cost.

Sharing provides for maximum flexibility.

Sharing permits a larger variety of materials.

- Be alert to the packaging which includes the number of students to use the material.

. . Durability of materials.

. Choose quality materials that can stand up under heavy usage.

. A high price on instructional materials does not always indicate durability.

. . Interest level.

. Must hold the attention of the children.

. Qualities that stimulate children include:

- Color.

- Vocabulary (appropriate level).

- Tactile qualities.

- Low level of frustration.

- Appealing shape or design.

. . Grade level.

. The company may designate.

. The classroom teacher may decide if the material is appropriate for grade level.

. . Convenience.

. Ease of setting up.

. Storage space requirements.

. Amount of classroom teacher intervention necessary.

. . Validity of the material.

. Material is designed to strengthen learning through a specific modality.

. Check to see if commercially suggested applications of material are indeed correct (e.g., materials advertised for auditory memory problems may be found to be inadequate for drill or remediation in that area).

. . Instructional organization patterns influence media selection.

. Size of group determines the type of activity to be planned.

. Open-concept or self-contained.

. Individual classroom teachers or team teachers.

. . Equipment available.

. Determines the type of materials a district orders.

. Many materials can be purchased which require no support equipment.

Selection procedure. Selecting materials to treat children's learning difficulties may be handled profitably through a systems approach. Enormously complex problems have been made manageable for other professionals, such as airline pilots and surgeons, through

systems approach devices like charts, tables, guides, and checklists. The classroom teacher faced with the problem of diagnosing learning difficulties, prescribing treatments, selecting materials, and assessing results can also be guided by flow charts and checklists.

This does not mean, of course, that the classroom teacher relinquishes responsibility for making decisions to some mystical systems process, or that judgment and intuition do not play a major role in decision making. The systems approach concentrates the teacher's attention on those aspects of the decision-making process best handled subjectively; it directs less attention to those things best handled by flow charts, program matrices, and program information cards.

The systems approach to selecting materials for language-handicapped children involves the following four components:

. . A "Behavioral Characteristics Checklist" for use with more formal instruments in identifying children with language handicaps.

. . A "Program Matrix" that matches available commercial programs with the learning difficulties identifiable through the Behavioral Characteristics Checklist.

. . A "Program Information Card" that guides the classroom teacher in compiling information needed in program selection and use.

. . A "Materials Selection Flow Chart" that systematically guides the classroom teacher through the process of identifying language handicaps, selecting the best program, assessing results, and deciding on subsequent courses of action for the child in question.

This materials selection system is described in more detail in the following paragraphs.

Behavioral Characteristics Checklist. The Behavioral Characteristics Checklist classifies children's language as related to

learning behaviors into five categories. The checklist contains a number of "items" the teacher can use in identifying difficulties a child may have relative to a category. The categories of the checklist, along with some behavior characteristics for each, are given below (Attachment H on page 94 gives a glossary of terms):

- . . Auditory Comprehension: Does the child comprehend word meanings, follow oral instructions, comprehend class discussion?
- . . Spoken Language: Does the child use an adequate vocabulary for his age and grade, use correct grammar, recall needed words, relate stories accurately?
- . . Orientation: Does the child grasp the meaning of time, adequately judge time, adjust to new situations and locations, adequately judge size relationships, have a good sense of direction?
- . . Reading Language: Does the child "know" what he sees, correctly interpret printed words, sentences, or longer selections?
- . . Written Language: Does the child write symbols, words, and numerals legibly, spell adequately, use words adequately to convey messages?

Program Matrix. The Program Matrix matches commercial programs to the five learning difficulty categories of the Behavioral Characteristics Checklist (see Attachment I on page 96). The matrix also identifies the grade level or levels at which a program is thought to be most effective. Although several programs have been entered into the matrix as examples, it was thought the matrix should be left open-ended to accommodate the experience of classroom teachers and educational diagnosticians with programs in their own schools. When a classroom teacher finds a particular program to be effective for a given learning difficulty, at a given grade level, that information

can be entered into the matrix. Over time, each school or district can develop program matrices that describe their own experiences with those programs available to them.

Program Information Card. The Program Information Card is intended to systematically guide classroom teachers in compiling information about a specific program (see Attachment J page 98). The card requires the classroom teacher to identify the program name and its publisher, to judge what learning behaviors (from the Behavioral Characteristics Checklist) the program seems to treat, to decide what grade levels the program is best suited for, to estimate pupil time and classroom teacher time required to complete the program, to determine what kind and amount of classroom teacher guidance may be needed, and to report on procedures for assessing pupil outcomes. Space is also provided on the card for the classroom teacher's personal judgment about the program and any "case histories" deemed interesting.

In addition to playing an important role in the process of selecting and using materials, completed Program Information Cards can serve as the basis for inservice training and inservice sharing among classroom teachers. Through her own experiences with programs and through sharing Program Information Cards with fellow teachers, a classroom teacher could begin to build up a repertoire of programs that she understands and trusts (refer to Attachment K on page 100).

Materials Selection Flow Chart. The Materials Selection Flow Chart (see Attachment L on page 101) guides the classroom teacher through the process of identifying learning difficulties, selecting remedial programs, administering the program, assessing program results, and

deciding on subsequent courses of action.

Initially the teacher is requested to review the child's formal testing results and to use the Behavioral Characteristics Checklist to obtain further data as needed (steps A and B of the flow chart). Through an analysis of these data, the classroom teacher then seeks to identify the specific disabilities a child may have (step C). In step D of the flow chart, the classroom teacher selects from the Program Matrix a program to treat the language handicap. Steps E, F, and G guide the teacher in gathering program information through use of the Program Information Card. The program may then be administered to the pupil (step H) and the results assessed through use of the evaluation section of the program or through use of the Behavioral Characteristics Checklist (step I). If in the judgment of the classroom teacher, the language disability has been successfully treated, the teacher and pupil may exit the sequence (step J). If the language disability has not been successfully treated, the teacher must choose among several alternatives. Possible choices and courses of action identified in the flow chart include readministering the program to the pupil, selecting and trying a new program, developing a new individual treatment for the pupil, consulting with other professionals or parents, or suspending treatment for a time for further observations of the pupil.

At almost every step in the flow chart there is an interaction between quantitative data and personal, subjective judgments. The use of the Behavioral Characteristics Checklist, the Program Matrix, the Program Information Card, and the Materials Selection Flow Chart enables the classroom teacher to see the total picture and to concentrate on the purpose of the system--helping children with language

handicaps.

Teacher-Made Materials

By observing pupil activity, analyzing data in the cumulative folder and from written tests, the classroom teacher can assess pupil skills. Selection of appropriate auditory, visual, kinesthetic, and/or motor materials follows evaluation of the student's needs.

Materials that would meet many of the objectives defined in the educational plan may be found in the school media center, library, other classrooms, or the Special Education Instructional Materials Center of the Education Service Center. The classroom teacher may be able to adapt these existing materials to a child's specific needs.

It is often necessary for the classroom teacher to make some instructional materials. Ideas for teacher-made materials may be derived from several sources:

. . Meetings of professional organizations (e.g., Texas State Teacher's Association or Classroom Teachers Association).

. . Other teachers and schools.

. . Instructional magazines.

. . Professional books.

. . Inservice meetings and workshops.

Several factors should be considered in the preparation of teacher-made materials:

. . Classroom organization (e.g., self-contained, open-concept, or team-teaching classrooms).

. . Material to be used individually, in small groups, or for the whole classroom.

. . Availability of machines and materials.

. . School budget for miscellaneous materials.

Among the different types of teaching materials are cassette or loop tapes, audio-flash cards, language master cards, transparencies, filmstrips to be used on both tachistoscopic and regular projectors, games and activities, videotapes and photographs. Each requires a different means of preparation; all may be rewarding for the child--and the teacher who prepares them.

Attachment H

GLOSSARY

Behavior	Defined	Signs Of Difficulty	What To Look For In a Program
Auditory Comprehension	The pupil can understand the language he hears.	Does not respond to spoken requests (e.g., does not open the door when told).	Spoken presentations- either by teacher, records, or tape recordings. The pupil is required to listen and give a response to show that he understood.
Spoken Language	The pupil can ask questions, describe, tell a story so that he is understood by listeners (dialect will vary). He uses many words in his talking.	"Blurred" speech Unusual word order in sentences "Jumbled" stories.	Lessons which present word meanings and let the child respond with talking. Stories which show picture sequence and have the child "order" and then tell them. Dramatizations (plays). Choral reading.
Orientation	Time now before after	Too early or late.	Visuals that depict a sequence in time. Clocks, calendars, hour glass.
	Space up-down on-under above-below	Gets lost. Misplaces things. Misjudges	Visuals that show space relationships. Puzzles.
	Relationships quantitative big-little, many-few linear	Overfills container.	Activities on relationships. Objectives that show quantity (e.g., measuring cups, spoons).
	Directions left-right north-south-east-west	Rotates letters and numerals.	Arithmetic sets.

Behavior	Defined	Signs Of Difficulty	What To Look For In a Program
		Can not make a map.	Map grids. Pictures to match posture. Any visual materials that emphasize left-to-right handwriting programs.
Reading Language	The child "knows" what he sees (e.g., interprets print-words, sentences or longer selections).	Cannot read orally isolated words. Cannot tell what he read silently. Cannot answer questions on silent reading.	Books "uncluttered." Workbooks with practice closely related to the book. Few tasks per page. Records with books. Practice vocabulary with feedback (e.g., language machine cards).
Written Language	The child can write symbols, the words, and numerals, legibly. He can spell and use words to convey messages.	Uneven letters Distorted letters Run-together words (e.g., poor spacing). Work running off the lines. Poor spelling. Letter substitutions (e.g., "b" for "p", "u" for "n").	Guided practice in letter formation (e.g., overlays to trace over copy). Templates. Patterns in spelling. Some visual memory aids.

Attachment I

BEHAVIORAL CHARACTERISTICS CHECKLIST
(Adapted for Use in Materials Selection)

Student_____ School_____

Grade_____ Teacher_____ Date_____

I. Auditory Comprehension

A. Following Directions
___1. Unable to follow three commands in sequence
___2. Follows in random order/not in sequence
___3. Follows general/not specific direction
___4.

B. Comprehending Word Meaning
___1. Vague understanding of word meanings
___2. Fails to grasp simple word meaning
___3. Misunderstands words
___4.

C. Comprehending Class Discussions
___1. Unable to follow discussions
___2. Partially understands discussion
___3. Not involved
___4.

D. Retaining Information
___1. Lack of recall; poor memory
___2. Retains simple ideas only if repeated
___3. Repetition necessary

E.

II. Spoken Language

A. Word Recall
___1. Unable to recall exact words
___2. Hesitates and substitutes
___3. Does not repeat sentence correctly
___4.

II. Spoken Language (continued)

B. Vocabulary
___1. Uses only simple nouns, few descriptive words
___2. Uses only simple sentence patterns
___3.

C. Grammar
___1. Incomplete sentences
___2. Unusual word order
___3.
___4.

D. Telling Experiences
___1. Unable to tell story
___2. Events not in sequence
___3. Rambles
___4.

E. Formulating Ideas
___1. Unable to relate isolated facts
___2.

F.

III. Orientation

A. Judging Relationships
___1. Usually inadequate
___2. Size misjudged
___3. Quantity misjudged
___4. Position misjudged

B. Judging Time
___1. Lacks meaning/late or early
___2. Cannot anticipate time limits on work
___3. Misses schedules
___4.

Attachment I (Continued)

III. Orientation (continued)

C. Spatial Orientation
___1. Loses his way
___2. Slow to adjust to each new space
___3.
___4.

D. Knowing Directions
___1. Does not know left-right
___2. Does not know north-south
___3. Does not know east-west
___4.

IV. Reading Language

A. Sight Vocabulary
___1. Substitutes words
___2. Omission of words
___3. Poor decoding skills (e.g., phonetic: c-a-t; structural: friend-ly)

B. Reading Vocabulary
___1. Knows literal meanings only
___2. Does not know multiple meanings
___3.
___4.

C. Reading Comprehension
___1. Limited to details
___2. Cannot find main idea
___3. Literal meanings only
___4.

D.

V. Written Language

A. Copying
___1. Letters distorted
___2. Poor spacing
___3. Words from board miscopied
___4. Directionality problems
___5.

B. Spelling
___1. Omissions
___2. Substitution
___3. Reversals
___4.

V. Written Language (continued)

C. Meaning with Written Word
___1.
___2.
___3.
___4.

D. Word Attack Skills
___1. Limited phonic use
___2. Little skill in structural analysis
___3.
___4.

E. Sentence Formation-Punctuation
___1. Writes incomplete sentences
___2. Grammatical errors
___3. Punctuation errors
___4.

F.

TEACHER COMMENTS

Attachment J

PROGRAM INFORMATION CHART

Instructions:

1. Use the program information chart in compiling information about a specific program.
2. Use a separate chart for each program you examine.
3. When examining a program, read the instructor's manual carefully and study the various materials for learners. As you examine the program, look for specific information called for in the items below.
4. You may not wish to write your "personal evaluation" (item 12) of a program until you have used it with a pupil.
5. On the back of the program information chart is a space for "case histories" of your pupils' experiences with the program.
6. Be prepared to share your program information chart with fellow teachers. A central file for the school is helpful.

---

1. Program Name_____

2. Publisher_____

3. What behaviors is the program directed toward?
   I. Auditory Comprehension___
   II. Spoken Language___
   III. Orientation _____
   IV. Reading Language_____
   V. Written Language___

4. Program designed for
   Skills_____
   Subject_____

5. What grade levels is it intended for?_____

6. How much pupil time is required to complete the program?_____

7. How much teacher time is required in setting up the program?_____

8. What subject areas are included?
   Information Review_____
   Study_____
   Social studies___
   Science_____
   Literature_____
   Math_____
   Geography_____
   History_____
   Other_____

9. What equipment is needed?
   Cassette player___
   Record player_____
   Film strip projector__
   Overhead projector___
   Language machine_____
   Other_____

10. What materials are provided?
    Tapes_____
    Records_____
    Film strip____
    Ditto masters_____
    Transparencies_____
    Books__Workbooks____
    Other_____

11. What evaluation procedures are included?
Written pretest_____ Written posttest_____ Self test_____
Oral pretest_____ Oral posttest_____ Other_____

12. Is there a self-checking procedure Yes___ (Describe the procedure)
to provide feedback to the student? No___ _____
_____
_____
_____

13. Program can be used with: ___individual ___small group ___large group

14. Level of assistance: ___teacher ___aide ___student ___none

15. What is your evaluation of the program? _____

16. Suggestion for use:
Workbook _____
Transparencies _____
Ditto masters _____

17. Name of person completing this chart: _____

18. Case histories (Optional)

Write a case history for each pupil who took the program. Include such things as the name, age, and grade of the student, the student's diagnosed learning difficulty, his program pre- and posttest scores, problems encountered in setting up and administering the program, and the extent to which the program remediated the diagnosed difficulty.

Example: Program given to John Smith, age 9, grade 3. Difficulty in auditory comprehension. Pretest score 45, posttest score 90. No problems encountered in setting up and giving program. Decided to administer additional programs on auditory comprehension.	

Attachment K

PROGRAM MATRIX SAMPLE

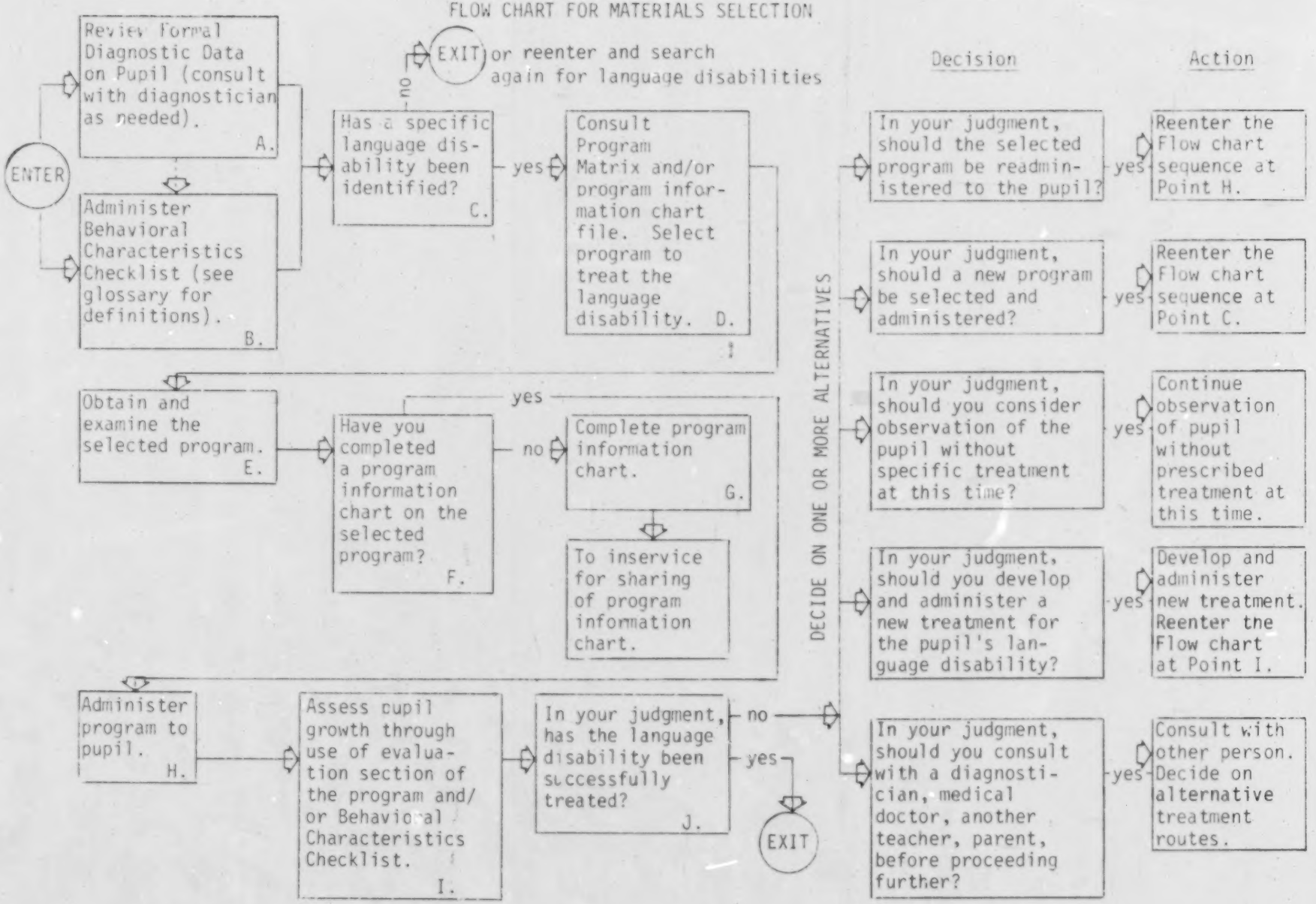
Note difficulty shown on the Behavior Checklist. Go to the Program Matrix. Read down the appropriate column, and select a program. As you study the material, fill out the program information chart.

PROGRAM MATRIX (Random Selection of Instructional Programs)

Program / Language Disabilities	Auditory-Comprehension	Spoken Language	Orientation	Reading Language	Written Language
Audio Reading Program Education Progress Corp.	Levels 1-6			Levels 1-6	
Oral English Economy Co.	Levels 1-2	Levels 1-2			
Dubnoff School Program Teaching Research			Levels 1,2,3		Levels 1,2,3
Human Value Series Steck Vaughn Co.		Levels 2-4		Levels 2-4	
Space Age Spelling Knowledge Age Co.					Levels 1,2
Spelling and Writing Patterns Follet					Levels A-E
Imperial International Reading Texas Education Aids				K-3	K-3
The Sight, Sound and Feel of Learning Milton Bradley			Levels R-1		
Distar Language Science Research Assoc.		R-I-III			

Attachment L

FLOW CHART FOR MATERIALS SELECTION


ENTER
Review Formal Diagnostic Data on Pupil (consult with diagnostician as needed). A.
Administer Behavioral Characteristics Checklist (see glossary for definitions). B.
Has a specific language disability been identified? C.
no
EXIT or reenter and search again for language disabilities
yes
Consult Program Matrix and/or program information chart file. Select program to treat the language disability. D.
Obtain and examine the selected program. E.
Have you completed a program information chart on the selected program? F.
no
Complete program information chart. G.
To inservice for sharing of program information chart.
Administer program to pupil. H.
Assess pupil growth through use of evaluation section of the program and/or Behavioral Characteristics Checklist. I.
In your judgment, has the language disability been successfully treated? J.
no
yes
EXIT
DECIDE ON ONE OR MORE ALTERNATIVES
Decision
Action
In your judgment, should the selected program be readministered to the pupil?
yes
Reenter the Flow chart sequence at Point H.
In your judgment, should a new program be selected and administered?
yes
Reenter the Flow chart sequence at Point C.
In your judgment, should you consider observation of the pupil without specific treatment at this time?
yes
Continue observation of pupil without prescribed treatment at this time.
In your judgment, should you develop and administer a new treatment for the pupil's language disability?
yes
Develop and administer new treatment. Reenter the Flow chart at Point I.
In your judgment, should you consult with a diagnostician, medical doctor, another teacher, parent, before proceeding further?
yes
Consult with other person. Decide on alternative treatment routes.

Instruction

Purposes of Instruction

The purposes of instruction are:

- To provide the child with alternatives in learning based on his individual pattern of learning.
- To enable the teacher to discover the abilities of each child in order to allow the child to advance at his own rate.

Basic Assumptions for Instruction

The following basic assumptions must be considered as relevant in instructional programs for language-disabled children:

- Each child is capable of learning.
- A child strives to organize his world; therefore, it is the responsibility of the teacher to see that the learning environment is structured. Although the environment is structured, the teacher should be flexible.
- In any grouping of children, there will be a range of achievement, thus requiring a personalized approach to each child's learning pattern.
- The team approach in the collection and interpretation of information, which includes all personnel who work with a given child, provides the soundest basis for instruction.
- Resource teachers and educational diagnosticians must work closely with classroom teachers.
- An aide who works in direct contact with students and whose work is well managed, enhances the academic progress of language-disabled children.
- Teacher judgment on matters of instruction, within district guidelines, is a central element in effectively serving language-disabled children.
- Appropriate diagnostic assistance, supplementary instructional equipment and materials, and adequate inservice training are prerequisites to effective instruction.
- There is a hierarchical, developmental sequence in learning

which serves as a pattern for organizing instructional activities.

. . The closer the instructional program is to the behavior desired, the more effective it will be.

. . Instruction should model the behavior it advocates.

. . Working with a small group of students is of little value if the instructional techniques are the same as those used with a larger (e.g., classroom) group.

. . Constant evaluation of the child's progress and feedback to him of his progress promotes academic achievement.

General Instructional Strategies

The comments presented below review some of the instructional strategies which are particularly appropriate in teaching language-handicapped children--although they apply to all teaching. These items are described to offer a wider range of choice in the way a classroom or resource teacher may conduct a lesson.

. . Designing instructional objectives.

. Lessons should focus on the accomplishment of an instructional objective.

. The objective should be prepared in terms of the performance that the learners should be able to demonstrate upon completing the lesson.

. A critical element is to determine the prerequisite skills the child must demonstrate if he is to be successful.

. . Describing the task to the learners.

. It is important that the teacher describe the task to the learners. Telling the children specifically what is expected of them is certainly fair.

. Describing the task helps children pay attention to the

relevant points in instruction.

- Use of language which is understood is essential. If learners understand what is expected of them, a lesson is more likely to proceed smoothly and successfully.

. . Presenting the lesson.

- Present tasks which are on the child's learning level.
- Break down learning sequences into small successive steps.
- Arrange and present these steps so that the child responds successfully.
- At any point at which the child has difficulty, be prepared to intervene and modify the lesson to make it understandable.
- The learning environment has an effect on behavior in terms of rate of change and direction of change. Conditions associated with a lesson should be as positive as possible.
- Active participation by students in achievement of an objective is more desirable than passiveness.
- Substitute suggestions should be used rather than negative commands.
- When possible the child should not be reprimanded in front of others, since it disrupts the positive, supportive atmosphere. The child who must be reprimanded should be given a way to rejoin the group with self-respect.
- When an assignment is given, expect that it will be done, assuming that it has been designed to meet the child's needs.
- The language-disabled child requires maximum opportunities for oral expression.

. . Making the lesson interesting.

- Stress on the interest-producing aspects of instruction will likely produce instructional dividends--dividends that accrue because the learner is really attending to the instruction.
- Perhaps the most important thing a teacher can do to make a lesson interesting is to deliberately decide

that the lesson should be interesting.

- Effective motivation depends on the child's perception that it is to his advantage to acquire the skill being taught. A particularly relevant connection between the lesson and some part of the child's everyday experiences is desirable.

- Use of practical examples during instruction serves to maintain motivation.

- Fun added to instruction through humor, whether spontaneous or designed, will generally cause learners to respond more positively.

- The positive, supportive role of a group should be considered before a child is assigned to the group.

- A teacher should attempt to serve as a personal model of interest in the lesson. Sincere involvement with the topic and the teaching tend to pay off in student achievement.

. . Allowing for relevant practice.

- In planning a lesson, opportunities for the learner to practice the task described in the objectives must be included.

- The closer the practice is to the behavior stated in the objective, the more effective it will be.

- Practice should be provided not only for the skill described in the objective but also for any component skills identified in an analysis of the objective (e.g., new terms may need to be learned before objects can be classified according to unfamiliar concepts).

- Distributed practice is often better than mass practice.

. . Effecting personalized instruction.

- Teachers must know their children and deal with them on a personal basis.

- Calling on students by name and complimenting them tends to enhance learning.

- Direct the child toward becoming self-motivated.

- Allow opportunities for creativity, with major emphasis on the formulation of new patterns or structures (the child categorizes, relates, summarizes in his own way).

. . Supplying knowledge of results (evaluation).

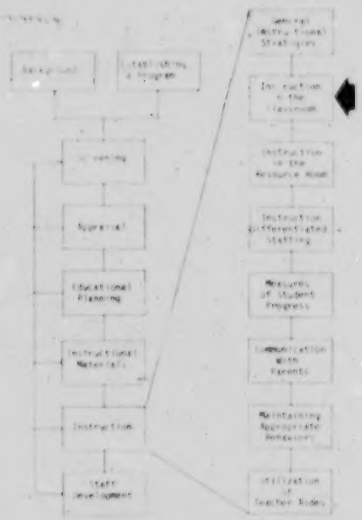
. Immediate knowledge of results and immediate reinforcement increases learning. The learner's mastery of an instructional objective requires that the teacher provide immediate feedback.

. Practice sessions must be presented in such a way that children can self-correct when they discover they are in error. Accordingly, practice sessions must provide for written or oral responses with relatively short delay.

. Reward appropriate responses.

. Try to provide as many positive rewards for the learners and as few negative stimuli (punishment) as possible during a learning sequence.

Instruction in the Classroom



At the beginning of school the classroom teacher should review the permanent folders of those children who have been identified as language handicapped. The following questions, as examples, should be considered:

. . Has the child repeated any grades?

. . What special services has the child received (e.g., speech therapy, remedial reading, or special counseling)?

. . Is the child absent frequently?

. . Does the child have special health impairments that should be considered in his seating location?

. . At what level is the child reading?

. . What are the results of the screening tests?

. . What are the results of other testing?

Additional information may be obtained from conferences with

parents, former teachers, counselors, speech therapist, school nurse, principal, and other school personnel specialists:

- . . What are the parents' attitudes toward the school? What are their expectations for the child?
- . . What is the child's attitude toward school?
- . . How does the child get along with other children?
- . . Has the child been administered any tests not recorded in the permanent record folder?
- . . What were the results of various approaches to learning that may have been tried?
- . . Are there any pertinent health factors?

Observations of language-handicapped children may be based on the following questions.

- . . Behavioral attitudes.
  - . Has the child adjusted to the classroom routine?
  - . Is the child often out of his seat? Does he appear uninterested or unaware, have a short listening span, or frustrate easily?
  - . Does the child appear to have difficulty in performing written tasks, completing assignments, and shifting from one activity to another?
  - . Does he appear to have a negative self-image or difficulty expressing himself?
  - . Is the child socially accepted by the other children?
- . . Diagnostic observation.
  - . Are there consistent patterns in misspelled words (e.g., letters reversed or inverted)?
  - . Is a visual or auditory presentation easier for the child to remember?
  - . Does the child have difficulty copying?
  - . Does the child follow oral directions easily?
  - . What are the child's reactions to praise, competition,

pressure, and distractions?

- What types of classroom activities receive the most favorable response?

- Is there a significant discrepancy between the child's academic performance and his learning potential?

Interacting with the language-handicapped child in the classroom.

- Classroom organization should be flexible enough to meet the needs of the particular children assigned to the teacher. Some helpful ideas might be:

  - Vary group size according to the learning activities involved.

  - Learning centers can be designed to provide individualized learning experiences for children (e.g., audio and visual stations, language experience games, individualized instructional materials).

- Teaching strategies should be adapted to meet the needs of the individual, such as:

  - A written educational plan based on assessment information.

  - Progressing from known to unknown (from concrete to abstract).

  - Use of many repetitions in a variety of experiences (e.g., visual, vocal, auditory, kinesthetic).

  - Low-level vocabulary reading materials dealing with realistic situations.

  - It is often necessary to improvise by adapting books and materials to the child's rate of learning.

  - The child should experience success and should know that he has succeeded.

- Reassessing and reteaching should be a major strategy in the educational planning for each child. This could be done by the following methods:

  - Observations--planned and incidental.

  - Oral discussions and participations.

  - Teacher-made materials.

. Formal tests (standardized).

. Informal tests.

Instruction in the Resource Room

A resource teacher provides support for the classroom teacher by working with language-handicapped children on a small-group basis. The resource room should be located near the regular classrooms from which the pupils will be coming. The pupils selected for this assistance may receive approximately one hour of special attention per day. An important task of the resource teacher is to work closely with the regular classroom teachers to coordinate the carry-over of skills learned in both the regular classroom and resource room. In fact, communication between the classroom teacher and resource teacher is a key factor in the success of a resource room program.

Initiating the program. The full support of the principal is essential in establishing a resource room. Uneasiness on the part of newly assigned resource teachers may be expected, but with strong leadership from the superintendent, principal, and other administrators the resource room program will function smoothly.

Obtaining the best qualified and cooperative resource teachers and classroom teachers is another key to a successful program.

First month in the resource room. The organization of the resource room begins after an extensive screening program has been

carried out. The results of this screening program will determine which students will profit most from such instruction.

The resource teacher collects all available information on each child to be taught. This may include formal and informal test results, information from cumulative folders, and information obtained from various sources such as the speech therapist, counselor, or school nurse. Since the information will form a permanent record, the resource teacher will need to develop some system for organizing this material. The simplest method is to file all information on a child in an individual manila folder or file folder. A diagnostic summary form may also be used in order to have a single source of information for comparison, study, and diagnosis (see Attachment M on page 126 for an example). Compiling and recording this information is a continuous process.

With this information, the resource teacher and educational diagnostician begin an in-depth appraisal process on each child. These procedures are described on pages 51 to 73. The resource teacher can also use informal diagnostic procedures if needed by preparing, administering, and interpreting tests designed to provide information in areas of doubt. Another form of informal diagnosis is observation of the child's learning patterns and attitudes while in the regular classroom.

After analyzing all of the information, the resource teacher must confer with the educational diagnostician, classroom teacher, and other school personnel to develop the educational plan for each child (see pages 74 to 82 for planning procedures). In developing long-term goals for these plans the resource teacher should consider the characteristics of the group as a whole, namely, interests, abilities,

point of entry, and grade level.

Naturally, a child's progress must be evaluated in terms of his own educational goals. Continuous communication between the resource teacher and the classroom teacher concerning the performance, attitude, and development of the child should accommodate needed modifications of the instructional goals.

When selecting materials for use in the resource room, attention should be focused on the objectives of instruction, the procedures to be followed, and the physical arrangement of the room. The resource teacher must become familiar with commercial materials that are needed by the classroom teacher and give suggestions for the utilization of these varied resources. These procedures are described on pages 84 to 92.

Daily or weekly considerations. As for teaching methods, choice of one over another depends upon the child's particular problem. However, there are several procedures which have wide applicability for the resource teacher:

- Begin where the child is.
- Inform the student frequently of his progress.
- Use activities directed toward the basic goals of the student's plan.
- Praise the student for work well done.
- Avoid monotony through use of varied exercises and activities.

As the child progresses in his work, it is desirable to send progress reports to the parents, praising the efforts of the child, and mentioning some of his new achievements. At frequent intervals,

the resource teacher may, within district policies, contact parents to discuss the child's adjustment problems.

The ultimate goal of the resource teacher is to promote the child's success in the regular classroom. The resource room also should be a center for providing materials and equipment for the classroom teachers.

Daily or weekly experiences in physical education, art, and music classes can expand a child's background and abilities. When teachers of these subjects share observations of the child's progress with the resource teacher and educational diagnostician, the result will be increased knowledge and understanding of the child.

Scheduling for the resource room. It is critical that the classroom teacher, resource teacher, and principal jointly agree on the scheduling of students. Important considerations are:

- Size of resource room groups.
- Grouping of children.
  - By learning pattern.
  - By scheduling convenience.
- Time of scheduling.
  - Class content area(s) to be utilized for resource room work.
  - Means of supplementing content area(s) missed.

The principal should make a copy of the total school schedule for the year available to the resource teacher so the resource room schedule can be efficiently planned. The principal retains primary responsibility for scheduling both the regular classroom and resource room.

The classroom teacher must likewise inform the resource teacher of the classroom schedule. Recommendations on the best times for children to leave the regular classroom should be made by the classroom teacher. The following points should be kept in mind when scheduling:

- These children are language handicapped and need the assistance of the resource teacher.
- The resource teacher may receive children from several teachers at the same time.
- The scheduling should be adhered to as a daily routine (e.g., avoid two-minute notices).
- Any changes must be made jointly by the classroom teacher and the resource teacher.
- Schedule and group children according to common skills (this may be easier in the primary and intermediate grades than in secondary grades where departmentalization may interfere with this procedure).
- The schedule must permit changes as needed through the year.
- Cooperation between classroom teachers and the resource teacher is essential to insure an acceptable schedule, although the principal retains primary responsibility.

Instruction Utilizing Differentiated Staffing

The differentiated staffing program consists of a self-contained classroom of language-handicapped children directed by a teaching team which includes an educational diagnostician, a resource teacher, and teacher aides. The educational diagnostician helps the teacher devise and continually revise appropriate plans of instruction. The resource teacher is responsible for classroom activities,

methods of instruction, and coordination of the duties of the teacher aides.

Preparations before school begins. The first step in initiating a differentiated staffing program for language-handicapped children is to obtain a tentative list of the pupils assigned to the class from the principal. Analysis of the cumulative records will provide helpful background knowledge of each child.

Selection of materials which are applicable to the majority of language-handicapped children is essential. Although the focus of instruction is on language, a study of the school curriculum will be necessary so that it can be adapted to the current needs of the children and still permit ready transition into the regular classroom when possible.

Before instruction begins, a pleasing room environment should be established through attractive and flexible arrangement of furniture and equipment. The room should be clean, and attractive bulletin boards or exhibits should be displayed to create interest.

Educational machines and audio-visual equipment should be placed in a location that is easily accessible. Learning centers are essential to create enthusiasm for activities like reading, phonics, listening, math, art, library, social studies, science, creative writing, and music.

A tentative schedule should be prepared for the first week of school. The schedule needs to be worked around the school's schedule for physical education, lunch, motor lab, music, and other designated activities. The state time requirements for each subject must be taken

into consideration when setting up time blocks. Time should be allowed for necessary testing.

The first month of school. The first day of school is unique. There are some activities which will take place on the first day only.

- . . All room personnel and children will be introduced.
- . . A tour of the building will help orient the children.
- . . School and classroom rules need to be reviewed the first day.
- . . There should be an ample number of planned instructional activities to interest the children.

Before the end of the first month of school several activities should be completed:

- . . Record any pertinent observations of individual children.
- . . The initial formal testing program should be completed to assist in developing an educational plan for each child, determining entry levels, and setting long- and short-term objectives.
- . . All children should have been taught the operation of instructional equipment and supportive materials available to them.
- . . A child suspected of having a speech, hearing, vision, health, or psychological problem will need to be referred through proper school channels.
- . . Lesson plans should be adjusted to meet the rate of progress of each child.
- . . Reevaluate the program periodically.
- . . Review the skills of aides; consider reassignment if needed.

The differentiated staffing program must be flexible to provide for the individual differences of language-handicapped children. Roles of members of the differentiated team include:

- . . Resource teacher (lead teacher).

- Prepares lesson plans for *all* curriculum areas.
- Plans instructional activities designed to meet instructional goals.
- Responsible for classroom management.
- Prepares written schedules of teacher aide activities and duties.
- Introduces new instructional materials, new concepts, and teaches small and large groups.
- Participates in the preparation and evaluation of educational plans.

. . Educational diagnostician.

- Prepares and revises educational plans.
- Administers group and individual assessment instruments.
- Plans instructional activities designed to meet instructional goals.

. . Teacher aide.

- Performs clerical duties assigned by the resource teacher.
- Prepares classroom for instruction.
- Provides repetition and drill practice after the resource teacher has presented a concept.

Measures of Student Progress

By definition, a language-handicapped child has not made normal progress in school achievement. Some grade-level examples are:

. . Five-year-old child: does not exhibit readiness skills essential to success in first grade.

. . Primary-grade child: inadequate progress in the language area may be considered as being at least one year below the grade expectancy.

. . Intermediate-grade child: indicated by achievement level at least two years below grade expectancy.

Determining student progress. Observation and testing, over time, enable the classroom teacher to gain an understanding of the child's educational growth and potential for future growth. Observational procedures which enable the classroom teacher to measure student progress include the following:

. . Screening checklists (e.g., *Myklebust Pupil Rating Scale*).

. . Academic skill checklists.

. . Social checklists.

. . Anecdotal records.

. . Psychological reports.

. . Speech reports.

. . Parental conferences.

Pupil evaluation information may be acquired from a variety of sources, such as resource teacher, educational diagnostician, aide, school administrative staff, physical education teacher, speech therapist, librarian, former teachers, and parents.

To verify informal observation of the child's performance, the following means are appropriate:

. . Standardized achievement tests given at intervals during the year.

. . Teacher-made entry-level tests followed by an equivalent posttest.

. . Informal tests, such as an informal reading inventory.

. . Individual tests administered by a qualified examiner.

Essential to the measurement of student progress is an accurate inter-

pretation of test data obtained during the course of the school year. From observations and test results, the classroom teacher can make a judgment as to the child's present learning strengths and weaknesses and set realistic goals for future growth.

Reporting student progress. After determining the degree of student progress in academic areas, the classroom teacher reports these findings to the child, to his parents, and to subsequent teachers. The data are incorporated into the child's cumulative folder.

. . Reporting to the child:

. Verbal techniques.

- Oral.
  praise (within concepts of behavior modification).
  conferences.

- Written.
  report card.
  paper grading.
  proofreading student's written work.
  graphs and charts.

. Nonverbal techniques.

- Gestures.

- Body proximity of the child and teacher.

- Reward system (within concepts of behavior modification).

. . Reporting to parents.

. Frequent and accurate reporting is extremely important since these parents may be experiencing feelings of helplessness and discouragement in their efforts to help the child.

. Useful methods for reporting.

- Conferences.

- Checklists.
- Letters.
- Home visits.
- Classroom observations.
- Report cards.

. . Reporting for the cumulative record folder:

. Should be ongoing, specific, complete, and include all information relevant to knowing the whole child.

. Should include the following data:

- Significant information relating to developmental and/or medical history.
- All standardized test scores (achievement, diagnostic, and aptitude).
- The child's learning strengths and weaknesses.
- Methods and strategies found useful in helping the child.
- Subject grades for each semester.
- A checklist of skills learned and those that need reinforcement.
- Samples of school work from the previous year.
- Physical education record cards.

. . Reporting to subsequent teachers:

. The classroom teacher should personally convey accumulated information to the subsequent teacher.

. Together they may review the student's cumulative folder, noting the degree of student progress.

. With the acquired information and observations, the subsequent teacher will be better prepared to devise and execute the student's educational plan.

Communication With Parents

Good communication between the parents and the classroom teacher is essential to promote satisfactory pupil progress. With an increased awareness and understanding of their child's functioning in class, the parents more readily interact with the classroom teacher and the school.

Getting acquainted. One suggestion for becoming acquainted with parents of children is to hold a meeting with several parents at the beginning of the year. The following topics could be discussed:

- . . An overview of the program.
- . . A simple definition of a language-disabled child which will enable the parents to understand the long-term goals set for their child.
- . . Clarification of the term "long-term goal."
- . . Reasons for setting performance objectives.
- . . The room set-up, display machines, and equipment.
- . . Daily scheduling.
- . . Parent's role in helping their child.

Conferences. Periodic meetings with parents are necessary to discuss common problems.

- . . Confer with small groups of parents to:
  - . Gain parent assistance in helping with learning of multiplication facts, increasing reading comprehension, or improving handwriting skills.
  - . Develop a method for maintaining parent interest by securing help in field trip planning, conducting special projects, or assisting in other classroom-related activities.

. . Confer with parents of individual pupils to:

. Maintain communication.

. Schedule school visits at a time that is convenient for all concerned. Telephone calls, letters, or home visits are possible alternatives.

Some points to consider during individual parent conferences are:

. . What outstanding things has the child done?

. . What does the child have problems doing?

. . Does he like school?

. . Has the child made any improvements since the beginning of the school year?

. . Does he try to read?

. . Does he enjoy reading? Name areas of interest.

. . Does he understand as well as he should?

. . How does he express himself?

. . What is his general health?

. . Can he follow directions?

. . Can he discipline himself?

. . Does he assume responsibility well (e.g., for chores at home)?

. . Is he shy and retiring?

. . How does he play with others?

. . Does he like recreational activities? Name some.

. . What is his special interest or hobby?

. . Does he get along with other family members?

. . Does he create problems at home?

. . Is the home a happy place or does there appear to be conflict?

. . What is the attitude of parent toward child?

Parent visitation. It is essential to maintain open communication

between the parents and the school.

- Parent Teacher Association meetings:
  - Help to better the relationship between school and home.
  - Are convenient times for informal talks with classroom teachers.
  - Have open houses which give parents an opportunity to view their child's work and room.
- Visitation during Public School Week:
  - Provides opportunity to observe regular school procedures.
  - Displays samples of the children's work.
  - Features unit projects, bulletin boards, and exhibits.
- Special programs or classroom activities may appeal to parents (e.g., Christmas, class parties, plays).

Progress reports. Continuous reports on progress maintain good relationships between parents and school personnel. Report cards are an obvious indicator of the progress the child is making throughout the year. One good method of supplementing report cards is to write letters to parents concerning:

- Class achievement.
- Units of study.
- The child's level in each subject.
- Home activities to help the child.
- Samples of work that indicate any change the child makes.

Maintaining Appropriate Behaviors

There is a variety of techniques to modify and maintain desirable pupil behavior. The following ideas appear relatively simple, but require thought

and skill to implement:

- . . Use positive rather than negative statements. "Walk quietly," is more appropriate than, "Don't run."
- . . Use encouraging rather than discouraging statements. Approve correct acts and disregard minor incorrect acts.
- . . Use specific rather than general statements. Instead of saying, "Take out your art materials," say, "Take out your scissors, glue, and paper."
- . . Be consistent in requests. Let the child know what is expected and require the child to meet this demand. For example, the child should leave his desk neat and clean every day.
- . . Establish a definite and dependable routine. Children are confused and may feel insecure when their routine is frequently changed.
- . . Use substitute suggestions rather than negative commands. Instead of directly correcting a child who is fighting over a pencil, suggest that he borrow one from the teacher.
- . . Give a choice of activities rather than commanding only one. Let the children choose between a game or a record.
- . . Use manual guidance with young children to aid verbal direction. A light touch of the hand will guide a child in the right direction.
- . . Avoid making an issue with a child. Wait for a disruptive child to calm down before discussing the problem.
- . . Avoid anger in the presence of children.
- . . Avoid making threats and presenting ultimatums which are difficult to carry out. This places the teacher in a position where backing down or carrying out a threat may create more harm than good.
- . . Isolate hyperactive children for a short time when necessary. Often the hyperactive child will be so disruptive that the other students are adversely affected. The child should understand why and should be returned to the group when he is quiet.
- . . Leave a way for the child to return to the classroom or group in some way that he can regain or maintain his self-respect.

. . After a reprimand or punishment, always speak to a child personally in private. Explain that he was being punished because of his behavior, not because of dislike for him.

. . Avoid disturbing the whole class when controlling one child. Walk to the child and speak quietly instead of yelling at him.

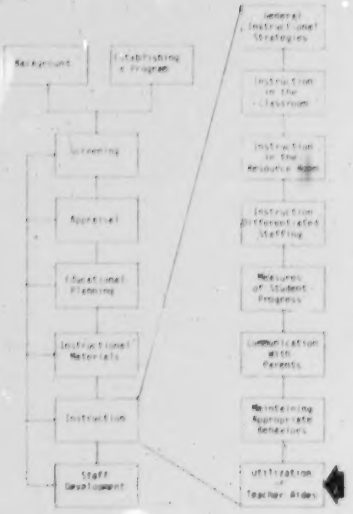
. . Use a child's name when directing a statement, thus calling the child's attention to the statement.

. . Remember that the physical environment (arrangement of the room, lighting, ventilation) affects behavior and learning.

. . Consider the psychological environment. The atmosphere should be positive and encouraging. The teacher should give the impression that students are at school to work, with recreation secondary.

. . Avoid giving the child tasks that are too difficult.

Some excellent books are available which provide detailed descriptions of behavior modification techniques. Contact the Special Education Instructional Materials Center of your Education Service Center for information on these books.



Utilization of Teacher Aides

The teacher aide is invaluable in freeing teachers from innumerable routine tasks secondary to teaching. Specific duties for each aide will be determined by the needs and direction of the teacher.

Suggestions for the utilization of teacher aides:

. . Provide an orientation program to instruct aides in the use of office machines, files, and audiovisual equipment and materials.

. . Familiarize aides with school and district policies and

teacher expectations.

. . Aides must know their role in instructional activities.

. . Scnedule time for cooperative planning and evaluation of daily lessons.

. . The teacher should provide a written schedule which outlines the duties of the aide.

. . After the teacher instructs, teacher aides may reinforce instruction.

. . Teacher aides may serve as a bridge between the resource room and the regular classroom by working with a child in both places.

. . Support the aide by acknowledging her skills and efforts.

Attachment M

DIAGNOSTIC SUMMARY FORM

Name_____Address_____

Date of Birth_____Telephone_____

ID#_____Grade_____Sex_____

Pertinent Health Record:

Social and Personal Behavior:

Educational Background:

Grades retained (circle): 1st 2nd 3rd 4th 5th 6th 7th 8th

Attendance (circle): Poor Average Excellent

Cultural Background:

Test Data:

	Name of Test	Test Data	Scores
1. Intelligence Tests	a.		
	b.		
2. Language Tests	a.		
	b.		
3. Reading Tests	a.		
	b.		
4. Other Tests	a.		
	b.		

Staff Development

Purposes of Staff Development

The primary purpose of staff development is to develop and maintain teaching activities which tend to promote effective learning. This may entail activities relating to appraisal, educational planning, instruction, and personal interactions. Secondary purposes focus on the development of training programs that will:

- . . Bridge the gap between preservice preparation and school practices.
- . . Enable the local school to conduct its own training to meet its unique needs.
- . . Teach the knowledge, skills, and behaviors essential in promoting student achievement.
- . . Enable teachers to conceptualize a model of individualized instruction in both the cognitive and affective domains that will enhance their teaching.
- . . Enable teachers to plan and conduct instructional programs which will permit children with language disability to achieve learning for mastery.
- . . Provide opportunities for professional growth and self-renewal.
- . . Promote understanding of the shift-of-emphasis concept where each child is served in terms of academic need rather than in terms of handicapping condition.

Basic Assumptions for Staff Development

Among the assumptions upon which staff development programs may be established and maintained are the following:

- . . The performance of teachers and teacher trainers, as well as teacher training programs, can be improved through a systematic process in which experience is assessed and used as the basis for change.
- . . Teaching is an applied behavioral science; thus effective teachers are effective students of human behavior.

- . . The teacher may be viewed as a manager and facilitator of the learning process.
- . . There are identifiable competencies which will enable the teacher to provide for effective learning.
- . . Proficiency in these competencies can be developed through a balance of theoretic constructs, vicarious learning opportunities, and on-the-job training.
- . . The development of competencies and the building of proficiencies call for differing approaches among different groups of educators.

Relation Between Preservice and Inservice

There is a national trend to reduce the distinction between preservice and inservice training. To say that university preservice training is directed toward the development of proficiency may be an oversimplification. Similarly, to say that university preservice programs develop the basic skills which inservice training then adapts to special environments governed by school policy and philosophy may be subject to question. Developing the knowledge, behaviors, and skills that help in generating effective learning represents a continuing process. Preservice and inservice training represent a continuum in which responsibility and opportunities should be shared by all.

Professional Competencies

Competency-based education programs are being instituted in a number of professional

training schools, including education, engineering, dentistry, and medicine. Texas has mandated teacher certification based on these principles. Because of its educational potential and its legal implications, competency-based education for personnel working with children who have language handicaps appears to be a promising trend. It bases the program around prespecified objectives rather than academic course work. Two terms are often applied--competency-based education and performance-based education.

Performance-based education. Those who use the term "performance-based" wish to emphasize the way in which teachers demonstrate knowledge and skills. The performance is observable (and the objectives are to "demonstrate," "write," "do;" not nonobservable words like "understand" or "perceive"). "Performance" reminds us that knowledge of content and teaching strategies is an enabler and is not as important as using that knowledge in teaching children.

Competency-based education. Competency-based education builds upon a minimum standard. Competent is defined in the dictionary as "properly or well-qualified; capable." Competency-based education adds criterion levels, value orientations, and quality to the definition.

In competency-based education:

. . Objectives are specified explicitly.

. . Objectives define what the learner (e.g., teacher in training) is to demonstrate.

. . Objectives are determined in advance of instruction.

. . Objectives are known to both instructor and students.

. . Instruction is designed to facilitate mastery of the

behaviors specified in the objectives.

. . Evaluation is tailored explicitly to the objectives.

. . The learner's rate of progress depends on demonstrated competencies.

. . Learners are held accountable for demonstrating achievement of objectives.

. . The instructional program is held accountable for facilitating learner achievement of objectives.

Advocates of competency terminology recognize three levels of criteria:

. . Cognitive-based objectives: The participant is expected to demonstrate knowledge, intellectual abilities, and skills.

. . Performance-based objectives: The participant is required to do something rather than simply know something. While contingent upon knowledge, performance-based objectives emphasize observable action.

. . Consequence-based objectives: The participant is required to bring about change in others.

Competency-based training programs. The emphasis on objectives presses teacher trainers to coordinate their total program. No longer are piece-meal, patch-work programs adequate for either preservice or inservice training programs. Individualized programs are necessitated by the differences among educational personnel. Accountability becomes an anticipated outcome of competency-based educational programs, since those in training are accountable for demonstrating stipulated competencies, and trainers are accountable for designing programs which facilitate development of such competencies. Because most competencies are demonstrated in actual school settings, the partnership between training institutions and public schools tend to be less college-centered and more field-centered.

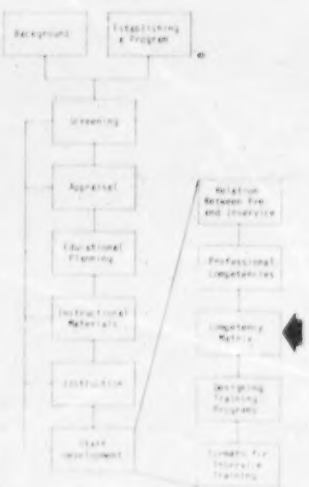
Past observation suggests that different teachers successfully employ varied instructional styles. This does not imply that there can be no common training elements, but it stresses the need for program alternatives. Some distinctions in training may occur because of differences:

- . . In job description (e.g., classroom teacher with language-handicapped pupils, resource teacher, educational diagnostician).
- . . In school location (urban, rural, suburban).
- . . In the participant's background and experience.
- . . In the participant's personal-professional operating style.
- . . In resources available.

Proficiency profiles. Proficiency is defined as "performing in a given art, skill, or branch of learning with expert correctness and facility...proficiency implies a high degree of competence through training." A training program which fosters proficiency profiles among its graduates is desirable. While minimum competencies might be defined for all who serve language-handicapped children, proficiency profiles might reflect the varied needs of different people, programs, and educational teams.

Competency Matrix

The organizational matrix which follows is designed to facilitate the development of proficiency profiles tailored for specific needs.



Dimensions of the matrix. The first dimension relates to the professional in direct

contact with pupils and includes four major categories:

. . Appraisal.

. . Educational planning.

. . Instruction.

. . Professional development and personal interaction.

The second dimension in the matrix describes the type of objectives and the way in which competencies are to be demonstrated. There are two major classifications:

. . Cognitive.

. . Performance.

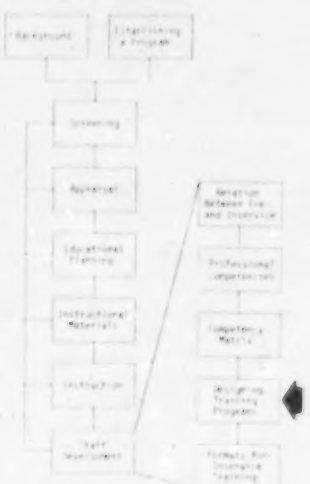
. Skills.

. Affective behaviors.

Competency clusters. The interaction of these two dimensions generates a number of competency clusters. In the matrix which follows, these competency clusters are classified. These competency clusters may then be more specifically delineated. Attachment O on page 141 illustrates the types of competencies that might be generated. Each sample list may be extended and each competency stated more definitively (see page 129).

Considerations in Designing Training Programs

Using this model as a basis, specific competencies for those who serve language-handicapped children can be identified and provisions made in training programs. Competency in the field of language-handicaps does not imply an



COMPETENCY CLUSTERS

COGNITIVE-BASED OBJECTIVES		PERFORMANCE BASED OBJECTIVES	
		Skills	Affective Behaviors
APPRAISAL	Child development Exceptional children Language development Language-handicapped children Socio-cultural foundations Statistics, measurement, and evaluation.	Observational and interview techniques Test selection, administration, and interpretation	Respect for integrity of information
EDUCATIONAL PLANNING	Objectives and goals Principles of learning Curriculum	Organizing learning experiences and resources	Establishment of realistic expectations
INSTRUCTION	Methods of language teaching Instructional strategies	Instruction for mastery Classroom management Materials selection and utilization	Positive attitude
PROFESSIONAL DEVELOPMENT AND PERSONAL INTERACTION	Self appraisal and development Group dynamics	Communication with children Communication with adults Organizational procedures	Modeling

immediate and complete understanding of the requisite knowledge, skills, and affective behaviors; however, the teachers must conscientiously strive to gain competency with an awareness that experience increases proficiency.

The competency profiles shown in Attachment N on page 140 were derived from the Language Center study. The five clusters which call for the highest competency levels by role are:

. . Educational diagnostician.

- . Appraisal of language-handicapped children.
- . Respect for integrity of information.
- . Establishment of realistic student expectations.
- . Test selection, administration, and interpretation.
- . Positive attitude.

. . Resource teachers.

- . Positive attitude.
- . Respect for integrity of information.
- . Communication with children.
- . Establishment of realistic student expectations.
- . Organizational procedures.

. . Classroom teachers.

- . Positive attitude.
- . Communication with children.
- . Respect for integrity of information.
- . Classroom management.
- . Modeling behavior.

Formats For Inservice Training

Inservice activities must be designed to develop competencies of teachers who serve

language-handicapped children. Success in attaining these competencies is dependent on both the content of and the formats for inservice. Certain factors relating to formats for inservice training programs appear to be conducive to the development of competencies. These factors include:

- . . Contribution of prospective participants to the planning of inservice.
- . . Utilization of local expertise where possible.
- . . Participant involvement in the inservice program through interaction.
- . . Sequential inservice activities--not one-shot programs.
- . . Inservice sessions conducted in school and/or with released time.

Two formats incorporate these factors and are generally applicable: microteaching involving videotaping of instruction; and inservice conducted on a local campus to meet the needs of teachers on that campus.

Microteaching. Television as a means of teacher self-appraisal has proven to be highly effective. The approach permits teachers to effectively improve teaching skills.

The technique focuses on the teacher's ability to bring about desirable change among learners. This approach is based on the assumption that by gradually breaking down the complex act of teaching into more easily learned skills, the teacher can supplement existing skills, increase flexibility and versatility, and thus be able to better adapt a teaching style to suit student needs and to meet the instructional objective of a particular lesson.

Essentially, the task consists of a teacher's effort to accomplish a specific instructional objective with a small group of learners in a brief period of time. The teacher chooses a specific, measurable objective suitable for a short lesson. The lesson is videotaped by the teacher aide as it is taught. The teacher reviews the tape and determines its suitability for further analysis. The procedure may be repeated near the end of the school year.

The following sequence of activities is suggested for the preparation for microteaching.

. . Choose a specific, measurable objective suitable for a short lesson at grade level.

. . Plan a lesson for a small group of learners, designed to accomplish the objective and at the same time be interesting to the students.

. . Prepare a six-or-eight-item test which will serve as a basis for measuring student achievement.

. . Present the lesson, lasting eight-to-twelve minutes, using whatever instructional techniques seem most appropriate.

. . The teacher aide (or other trained person) videotapes the lesson, focusing on both the learners and the teacher.

. . Give the posttest at the end of the lesson.

. . An evaluation of student interest may also be given.

. . At the close of the school day, review and critique the tape.

. . If not satisfied with the taping, perform a self-critique and prepare another lesson for taping.

. . Continue to tape, erase, and retape until you are satisfied with the results (within the time limits designated).

. . Near the end of the school year another opportunity will be given to tape a lesson and then compare the two tapes, noting any changes that have occurred.

. . An intermediate tape may be made near midyear.

Campus-centered staff development activities. In selecting topics for campus inservice, the educational diagnostician and/or resource teacher must discuss options with classroom teachers in order to give those working with language-handicapped children an opportunity to make suggestions. Suggestions by school administrators, the school nurse, the speech therapist, and school counselors will also be helpful. Articulation of these campus activities with the total inservice program for the district is essential.

The following listing indicates a sequence of events in setting up a campus inservice session:

. . Selection of a topic.

. . Secure approval from the school principal, assistant principal, assistant principal of curriculum, grade level chairman, and others as required. Scheduled school activities, as well as classroom teachers' schedules, will need to be considered when setting a time for the inservice.

. . Select type of presentation (e.g., videotapes, audiotapes, films, transparencies, slides, lectures, discussions, panels, work sessions, and demonstrations). The desires of the persons involved and the suitability of the chosen topic to the type of presentation will aid in selection.

. . Notify teachers and other interested personnel in advance of the meeting time, informing them of the topic, a format, and any materials that they will need to bring.

When conducting an inservice be sure that all necessary materials and supplies are at hand and begin the meeting at the designated time. Prepare, in advance, comments or questions that will prompt group discussion.

Materials for meeting the inservice needs of the teachers are to be found in a great variety of locations (e.g., school library,

professional books and periodicals, and Education Service Centers). Free or inexpensive materials, collections of pictures, teacher-made games, and bulletin board ideas may also be considered. Be sure that materials for inservice are appropriate to the topic, applicable to teacher needs, and that the necessary financial and other types of support are available.

To evaluate inservice activities, teacher judgments may be obtained through written surveys or informal questioning. Self-evaluation by the inservice leader will help to determine if the activity met the specified objectives, was interesting and beneficial, and conveyed new and useful information.

Development of the team concept. Helping a child with a language handicap is a complex task. The training, experience, and unique skills and perceptions of each member of the school staff should contribute to better serving the child. The team concept is essential in serving the child with a language handicap. The development of the team concept, in which each member supports the other, is easily described but difficult to put into practice. The Language Center has tried three approaches, each of which contributes to the development of the team concept:

. . The retreat with specialized, uninterrupted training.

. . Sessions on the art of communication.

. . Working together on educational planning.

Although the approaches may not be equally applicable in all school settings, the essential elements in the development of the team concept are included.

In the first approach, all supportive personnel, educational diagnosticians, and resource teachers participated in a three-day retreat.

Consultants in diverse areas (child development, auditory and visual perception, language development, and educational planning) introduced an area through a formal presentation followed by action labs--small group sessions usually formed according to grade level. These action labs, which involved approximately half the inservice time, permitted an exchange of experience and information among the participants and encouraged interaction with consultants. These sessions centered around the use of cumulative folders of students involved in the program. In the evening, consultants were available for informal discussions.

The team concept may be enhanced, also, through the utilization of a two-day session on the verbal and nonverbal arts of communication. This training is designed to develop skills in using small-group methods as a teaching technique in any subject area. Specifically, it is aimed at:

. . Developing leadership skills.

. . Promoting involvement and the experience of belonging.

. . Building independence.

. Building social skills.

This program develops understanding of and empathy for the child who does not communicate well. The program used in The Language Center was "The Art of Communication" by Paul Rothaus. This program requires an experienced leader and is suitable for groups of approximately 40 or less.

The procedure of educational planning is directed toward continuing development of the team concept starting with a released-time planning session with the educational diagnostician, resource teacher, and classroom teacher. The concept is extended by at least four released-time planning sessions during the year, and informal planning sessions almost weekly.

PROFICIENCY PROFILES

Attachment O

SELECTED COMPETENCIES

Cluster	Example competencies
Appraisal-cognitive	
Child development.	. Identify discrepancies between a child's performance and his developmental level. . Identify discrepancies between a child's performance and his ability.
Exceptional children.	. Describe the behaviors of exceptional children (e.g., deaf, blind, emotionally disturbed) and relate these behaviors to the behaviors of language-handicapped children.
Language development.	. Identify and describe "normal" language patterns. . Identify and describe sequences in language development.
Language-handicapped children.	Given a child with a language disability, determine whether the disability can be helped with remediation or if the child must accept the disability and seek modes of circumvention. . Given two or more children with similar language disabilities determine which has the most severe disability.
Socio-cultural foundations.	. Separate educational factors relating to learning, ethnic, financial, or other socio-cultural factors.
Statistics, measurement, and evaluation.	. Distinguish among diagnosis, testing, and grading. . Describe criterion-referenced testing and contrast this with norm-referenced testing. . Construct a rationale for grading (or assessment) which is defensible to parents, other professionals. and children in the classroom.

Cluster	Example competencies
Appraisal-skills	
Observation and interview techniques.	. Given a child, identify learning patterns which differ from "normal." . Given a child with suspected language disability, identify or construct and utilize an appropriate observational technique needed for verification of the disability and identification of strengths. . Monitor the learner's progress to yield essential current information which may modify or validate the instructional plan.
Test selection, administration, and interpretation.	. Given a child with suspected language disability, identify, administer, and interpret appropriate tests needed for verification of the difficulty and determination of learning patterns. . Design informal tests for the purpose of individual or group assessment of specific language performances. . Given data from various resources on a child, identify recurring data patterns in terms of clusters of inadequacies, repeated behaviors, and individual style of learning. . Given data from various sources on a child, identify discrepancies between the child's performance and ability, grade placement, and developmental level. . Given data from various sources on a child, identify skill strengths in terms of performance as these relate to points of entry for instruction, gaps in the learning sequence, and motivation and interest.
Educational planning-cognitive	
Objectives and goals.	. Given a diagnosis for a child, identify appropriate long-range goals. . Given a diagnosis for a child, specify major instructional objectives which will contribute to the achievement of long-range goals.

Cluster	Example competencies
	. Given a diagnosis for a child, identify learning facilitators.
Principles of learning.	. Describe at least two models of learning which include, as a minimum, the following areas: sensory functioning; perception; conceptualization; memory; language; attention; neuromuscular coordination; emotional-social behavior; and academic performance in reading, spelling, writing, and arithmetic. . Construct and apply a personalized, eclectic model of learning including the areas identified above. . Identify and describe "normal" learning patterns.
Educational planning-skills	
Organizing learning experiences and resources.	. Given a child with language disability, identify appropriate learning activities which might help the child. . Given a diagnosis for which there is no learning activity identified or for which an inappropriate learning activity is identified, construct an appropriate learning activity. . Given a child with a language disability, identify other children with whom the child can work to reach a specified objective.
Personal interaction-skills	
Communication with children.	. Demonstrate appropriate interpersonal skills when working with a child or group of children. . Demonstrate appropriate questioning techniques. . Provide appropriate and adequate feedback to a child's performance.
Communication with adults.	. Demonstrate appropriate interpersonal skills when working with other members of a teaching team. . Given a child with a language difficulty, identify and implement procedures for the effective involvement of appropriate supportive personnel.

Cluster	Example competencies
	. Describe to another professional the learning patterns of a child in such a way that the other professional is able to predict the child's behavior. . Describe in lay terms to parents their child's learning pattern in such a way that it is acceptable and understandable. . Describe results of teaching (successes and failures) to another professional.
Organizational procedures.	. Identify functions of various educational personnel (e.g., educational diagnostician, resource specialist, classroom teacher, teacher aide, administrator, nurse, speech therapist) in the total program. . Given a task, identify the responsible person and any supportive personnel who may assist.